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ABSTRACT

Global hunger is one of the most urgent health and social problems the world faces at the beginning of the new millennium. In a world that produces enough food to feed every human being on the planet, there are still some 830 million people who do not get enough food on a daily basis. About 24,000 people die each day from the effects of hunger; many of them are children. This activity guide is intended to help future generations understand and become involved in world hunger issues, designed to help educate U.S. students in intermediate grades 6, 7, and 8 about global hunger, and to provide activities for student involvement in world hunger issues. The guide is divided into five broad sections: (1) "Introducing 'Going Global'"; (2) "Guidance for 'Going Global' Leaders: Helping Leaders Succeed"; (3) "Increase Knowledge about Food and Nutrition: Explaining Nutrients and Their Sources"; (4) "Understanding the Cause of Global Hunger: Food System Failures and Hunger"; and (5) "Getting Involved in Global Hunger Issues: Become a Part of the Solution." (Contains a resource section and glossary.) (BT)

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Going Global Activity Guide: A Project to Educate and Involve American Students in Global Hunger Issues.

Gene White
Maria Balakshin

SO 033 805

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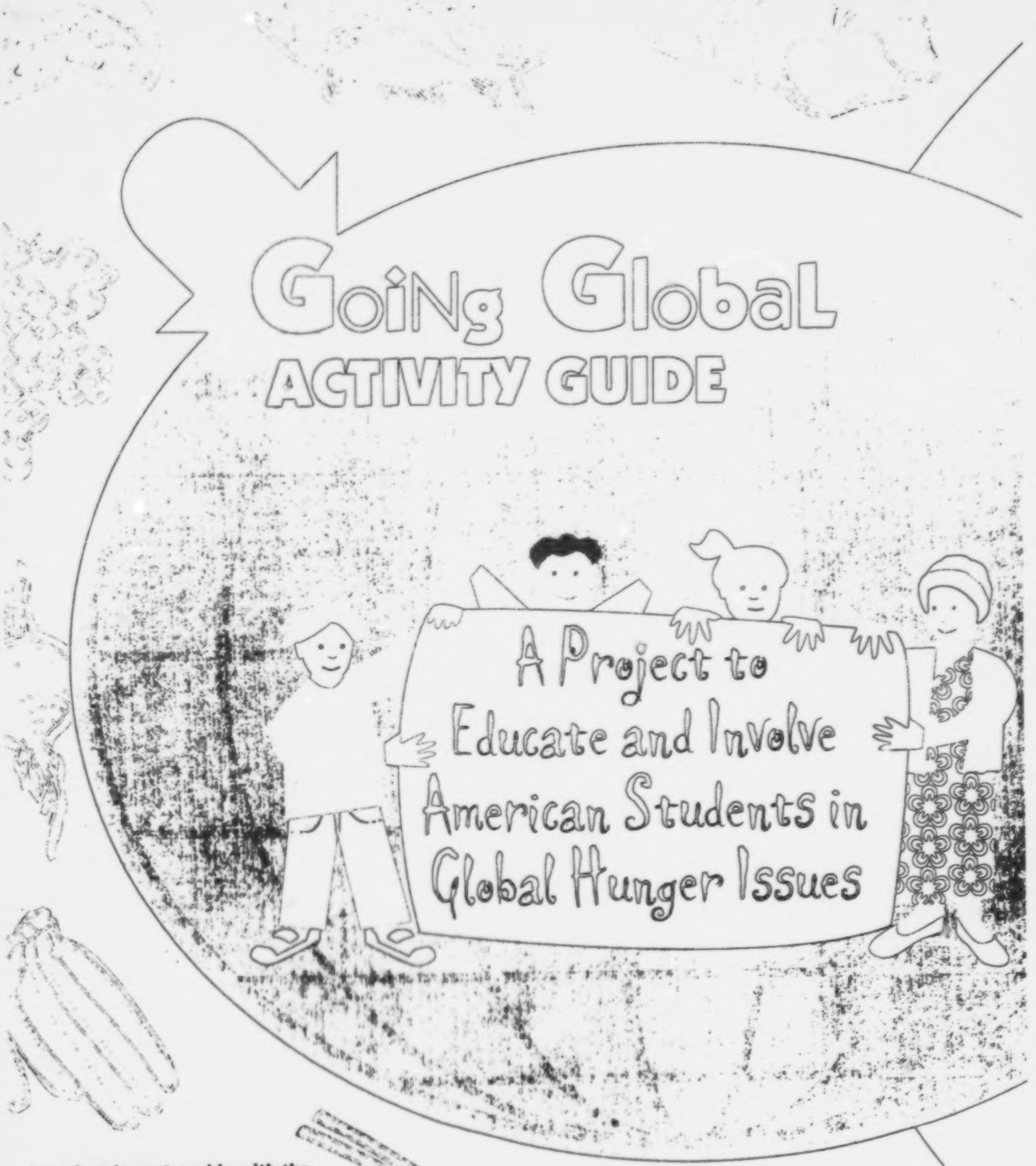
Going Global
ACTIVITY GUIDE



A Project to Educate and Involve American Students in Global Hunger Issues

A project in partnership with the
American School Food Service Association, World Food Programme, and the School Food Service Foundation

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Going Global
ACTIVITY GUIDE

A Project to Educate and Involve
American Students in
Global Hunger Issues

Activity Guide for Going Global Leaders
for Use with Intermediate Grade Students

A project in partnership with the
American School Food Service Association,
the World Food Programme, and the
School Food Service Foundation.

GOING GLOBAL

ASFSA
The Voice of Child Nutrition

WFP
World Food Programme

SCHOOL FOOD SERVICE FOUNDATION

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PrefAce

Global Hunger Speaks to Us All

Global hunger is one of the most urgent health and social problems we face at the beginning of this new millennium.

In a world that produces enough food to feed every human being on the planet, there are still some 830 million people who do not get enough food on a daily basis. Sadly, about 24,000 people die each day from the effects of hunger. Many of them are children.

> **"Every child has the right to grow up healthy, to go to school and to receive the best possible education. Providing food to poor children in school is fundamental to ensuring they grow up to become literate, self-reliant adults."**
>
> —Catherine Bertini,
> Executive Director,
> World Food Programme,
> 2000

According to the United Nations World Food Programme, approximately 300 million children suffer from hunger. Of these children, 130 million do not go to school. The remaining 170 million who are fortunate enough to attend class cannot take advantage of school nutrition programs because they simply do not exist.

The vision of the American School Food Service Association (ASFSA) and the World Food Programme (WFP) is a world free from hunger—a world in which all children have adequate nutrition to grow and learn and reach their life potential.

Toward achieving this vision, ASFSA, in partnership with the World Food Programme and the School Food Service Foundation, has developed this *Going Global Activity Guide*. This *Guide* is designed to help educate American students in intermediate grades 6, 7, and 8 about global hunger and to provide activities for their involvement in world hunger issues.

It is our hope that *Going Global* leaders will find this *Activity Guide* useful as they join with ASFSA and the World Food Programme in taking steps toward helping future generations understand and become involved in world hunger issues.

Acknowledgements

The *Going Global Activity Guide* was developed with support and funding from the American School Food Service Association, the World Food Programme, and the School Food Service Foundation whose sponsorship is made possible through grants from Schwan's Food Service, Tyson Foods, Inc., Land O'Lakes Foundation, Kellogg USA, Inc., and SFSPAC Food Service Sanitation System.

Throughout this publication we have referenced information and materials provided by the World Food Programme (WFP) and the Food and Agriculture Organization (FAO), both of the United Nations. We gratefully acknowledge these contributions and the assistance of these organizations. The *Feeding Minds, Fighting Hunger* global school initiative (***www.feedingminds.org***) is an excellent resource that will be of special interest to classroom teachers.

We thank the authors of the *Going Global Activity Guide*. Without their dedication and expertise this initiative would not have been possible.

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SecTioN ① – Introducing Going Global

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Notes

SecTioN ❶ – Introducing *Going Global*

Going Global is an educational initiative of the American School Food Service Association (ASFSA), developed in partnership with the World Food Programme (WFP) of the United Nations and the School Food Service Foundation (SFSF). Its goal is to assist adult leaders in educating youth in intermediate grades 6,7, and 8 about global hunger and to provide activities for involvement in hunger issues. The *Going Global Activity Guide* will be referred to as the *Activity Guide* or *Guide* in this publication.

"The war against hunger is truly mankind's war for liberation."
— John F. Kennedy, 1963

Hunger and malnutrition touch children throughout the world and in many communities in the United States. It is sometimes difficult to know where priorities should be placed, especially when there are unmet nutritional needs of children in this country as well as in other parts of the world. Domestic and global hunger issues are not independent of each other, as the interdependence of the world's peoples removes boundaries in caring for each other.

The term *Going Global* is used throughout this *Activity Guide*. Global hunger refers to hunger in all countries including the United States. The information provided and the related activities address hunger and malnutrition from both domestic and international perspectives. *Going Global* leaders will find information, activities, and resources to guide students in either or both of these areas.

www.kidsgoingglobal.org

Going Global Goal, Objectives, and Student Outcomes

Going Global is a project consisting of two components, (1) detailed information on world hunger issues and (2) educational and motivational activities for students in intermediate grades 6, 7, and 8. The project goal and objectives reflect the intent of these overarching components and form the framework for the overall project design. Information on the use of the *Activity Guide* and the role of the school foodservice professional is found in *Section 2*.

Goal

Through education and involvement, American students in intermediate grades will be prepared to help alleviate hunger in the United States and other countries.

Objectives and Student Outcomes

1. Provide guidance for *Going Global* leaders.

   Adult leaders will—

   a. Understand the role of the *Going Global* leader.
   b Develop plans for leading *Going Global* activities.
   c. Become familiar with strategies for developing community partnerships.
   d. Receive technical assistance and support from ASFSA members in forming student groups to study hunger in developing countries.
   e. Learn about global hunger and ways in which they can become involved.

2. Increase student knowledge about food and nutrition.

   Students will—

   a. Understand that foods and their nutrients are essential for life.
   b. Learn that a variety of foods is essential for good health.
   c. Understand the effects of hunger and malnutrition on child health and learning capabilities.
   d. Understand the concepts of food security and sustainable food supplies.

3. Increase student awareness of the prevalence, causes, and possible remedies for global hunger.

   Students will—

   a. Understand the causes of global hunger.
   b. Understand that solving the complex problems of hunger is difficult and requires long-range planning.
   c. Identify regions of the world where hunger is most prevalent.
   d. Understand food systems and their relationships to a sustainable food supply and food security.

4. Provide opportunities for student involvement in global hunger issues.

   Students will—

   a. Have an opportunity to develop a sense of caring and commitment to hunger issues.
   b. Become familiar with specific hunger issues in individual countries.
   c. Seek ways to alleviate hunger in their local communities or in countries of special interest.
   d. Learn about career opportunities related to hunger and malnutrition issues.

School Nutrition Programs Help Save the World's Poor Children

In developing countries, children must help their families make a living. Their parents depend on them to work in the family garden, to care for younger siblings, to gather firewood, or to search for food. They often do not have the time or the energy to attend school.

If these children are able to attend class, they become easily distracted and have problems staying alert on empty stomachs. This short-term hunger creates a barrier to learning, impeding a child's ability to achieve. In many cases, severe malnutrition results in mental and physical stunting. This, in turn, puts an added burden on poor societies.

A simple solution to helping poor children break out of the cycle of poverty and hunger is to entice them to class with food. It has been proven that when a hot meal is offered at school, enrollment and attendance greatly increase and a student's ability to learn is dramatically improved. Students are more alert and better able to learn on a full stomach.

Studies show that when food is provided at school, attendance often doubles within one year, and, within two years, academic performance can improve by as much as 40 percent. Students remain in school longer, and more graduate. In many countries, it has been shown that without a school meal, children drop out and only return when food is available again.

Parents too recognize the benefit of these feeding programs. They know that by sending their children to class, the children will at least receive something to eat, and it will save the family food supply. They are also often relieved that their children will get an education. Thus, they are quick to enroll them in school and ensure that they attend regularly.

> ***"The day will come when nations will be judged not by their military or economic strength, but by the well being of their peoples: by their levels of health, nutrition and education...and by the protection that is afforded to the growing minds and bodies of their children."***
>
> **—Carol Bellamy, UNICEF Director, *The Progress of Nations*, 1999**

Over the past 38 years, the World Food Programme (WFP) has become the largest organizer of school feeding programs in the developing world. In 2000, WFP fed over 12 million children in 54 countries. Millions more children receive meals at schools in WFP's emergency operations for victims of war and natural disaster.

Working with national governments, local authorities, and other aid groups, WFP uses food to attract children to schools in areas where enrollment ratios are lowest and where school feeding will have the greatest impact.

School Nutrition Programs in the United States

School nutrition programs in the United States have successfully responded to the nutritional needs of children for many years. Through federal legislation and public policy, school nutrition programs have been established to provide all students with access to nutritious meals at school. Meals are available at reduced prices or at no charge for students from financially disadvantaged families.

The National School Lunch Program (NSLP) is a federally assisted meal program operating in more than 96,000 public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced lunches to nearly 27 million students each school day. The NSLP provides students with at least 1/3 of their daily nutritional requirements. The authorizing legislation, Richard B. Russell National School Lunch Act, was signed into law by President Harry S. Truman in 1946.

The School Breakfast Program (SBP) began as a pilot program in 1966 and became permanent in 1975. Today some seven million students in 65,000 schools start their day with SBP breakfasts that provide at least one-fourth of their daily nutritional requirements.

School districts and nonprofit private schools voluntarily participate in the National School Lunch and Breakfast Programs. They receive cash reimbursements and donated commodities from the U.S. Department of Agriculture (USDA) for each nutritionally adequate meal they serve to students. Schools may also be reimbursed for snacks served to eligible children in after-school education or enrichment programs.

International School Lunch Program

The success of the school nutrition programs in the United States has led to congressional interest in developing an international school lunch program. Through the leadership of Ambassador George McGovern and former Senator Robert Dole, federal

legislation was passed in 2000 to provide start-up funding for the Global Food for Education Initiative. Through this legislation, the USDA will donate surplus agricultural commodities for use in school and pre-school nutrition projects in developing countries. The WFP of the United Nations and several volunteer organizations will also participate in this program. For current information check this Web site:
http://www.asfsa.org

Global Child Nutrition Forum

In July 2001, the ASFSA hosted its third Global Child Nutrition Forum. The purpose of the forum is to bring together school foodservice and nutrition professionals from around the world to discuss school nutrition programs in their respective countries and to seek resolution to problems they are facing. The forum also provides an opportunity for school nutrition professionals in the United States to learn about global hunger and to share their expertise with international delegates. Countries that have been represented in the forums include China, Japan, Ecuador, Chile, Colombia, Hungry, the Czech Republic, South Africa, and Kenya.

ASFSA Involvement

ASFSA has provided leadership for the nation's school nutrition programs that are integral to the health and education of American children since 1946. The Association strives to see that all children have access to healthful school meals and nutrition education. Reaching out to children and schools in less developed countries is consistent with the ASFSA mission to help children reach their life potential.

ASFSA, with its state affiliates and local chapters, is well positioned to carry out *Going Global* activities and related educational programs. Although *Going Global* Hunger Clubs for students may be organized specifically for this purpose, the mission and activities for *Going Global* can easily be adapted to the programs of Nutrition Advisory Councils as local chapter education and public service activities.

In demonstrating their belief that student education is an essential step to address world hunger, the American School Food Service Association and the World Food Programme offer these instructional materials and activities for American students in intermediate grades.

Going Global Activity Guide Content

The *Activity Guide* consists of five sections. *Sections 2* through *5* provide background information, education objectives, and detailed instructions for carrying out related activities.

Section 1	**Introducing *Going Global***
Section 2	**Guidance for *Going Global* Leaders** *Helping Leaders Succeed*
Section 3	**Increase Knowledge about Food and Nutrition** *Explaining Nutrients and Their Sources*
Section 4	**Understanding the Causes of Global Hunger** *Food System Failures and Hunger*
Section 5	**Getting Involved in Global Hunger Issues** *Become a Part of the Solution*

A *Glossary* and a *Resource Section* listing organizations and their web sites, as well as publications are included at the back of the *Guide*. A *World Hunger Map* and the *Food Guide Pyramid*, suitable for classroom display are also provided.

Use of Materials

The *Activity Guide* is designed to help adult leaders explain world hunger issues to students in intermediate grades and to involve them in related activities. The material may be adapted for students in other grade levels.

Think of the *Activity Guide* as a pump-primer. The activities provided are examples of the many possible student activities related to global hunger. Your own creativity and that of the students will add immeasurably to the use of this *Guide*. For example, several games are provided in *Section 3*. Have students design some of their own games and puzzles as they learn about nutrition and its relation to hunger.

All parts of this *Guide* may be reproduced without permission. Leaders may wish to add additional information or activities as they move ahead with the *Going Global* project.

Project Planning

How do I start *Going Global*? What needs to be done first? Keep in mind that careful planning is the important first step. For detailed planning information refer to *Section 2* of the *Activity Guide*. Remember that *Going Global* is a flexible project, and that the activities selected should be adapted to the needs of the student group.

SECTION – Guidance for *Going Global* Leaders

Helping Leaders Succeed

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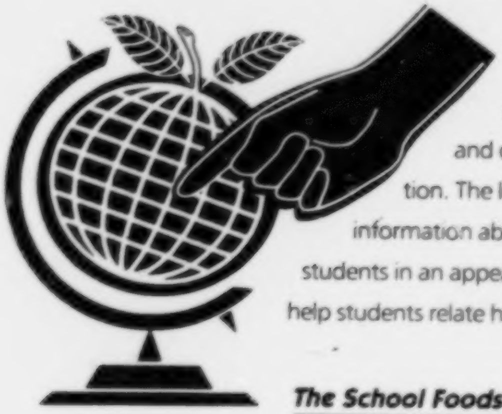
SecTioN ② – Guidance for *Going Global* Leaders

Helping Leaders Succeed



As a *Going Global* leader, you are the spark plug that fires the project engine and drives the activities to successful completion. The leader is also a teacher, presenting information about global hunger to intermediate grade students in an appealing way and organizing activities to help students relate hunger issues to real life situations.

The School Foodservice Professional

School foodservice professionals, as part of the school's health and education team, are well prepared to teach and lead student activities. Their knowledge about food, nutrition, sanitation, and meal preparation provides an excellent background for *Going Global* leaders. Foodservice professionals also have access to the school's foodservice facilities and materials that may be used to enhance student learning experiences. *Going Global* activities, when school based, may be coordinated with classroom instruction and other education programs in the school. Many of these activities can become a natural link to the classroom curriculum.

> ***"A nutritious balanced school lunch for every child is the best investment we can make in the health, education and global society of the future."***
>
> **— George McGovern, US Ambassador to the UN Agencies on Food and Nutrition, *The Third Freedom: Ending Hunger in Our Time,* 2000**

The school foodservice professional has access to exceptional resources for developing *Going Global* projects. A few suggestions follow:

- ▲ Work with teachers to coordinate *Going Global* activities with classroom instruction.
- ▲ Arrange to have vendors talk with students about food delivery systems.

- Have students study sanitation and safe food handling procedures through observation in school kitchens and cafeterias.
- Provide opportunities for students to bake bread and prepare other foods.
- Teach students how to plant gardens and use their harvest in school meals.
- Teach students how to check the nutritional adequacy of school meals with the *Food Guide Pyramid*.
- Provide opportunities for students to help write menus to satisfy a variety of ethnic food preferences.
- Provide opportunities for students to study recycling and waste management through experiences in the food service program.

Recruiting Other Leaders

Adult leaders or potential leaders can be found throughout the community. It is not unusual for one leader to recruit another. Civic organizations, schools, and churches are excellent talent pools from which to recruit adult leaders.

Other organizations that may have leadership talent pools include Future Farmers of America, 4-H Clubs, Boy Scouts, Girl Scouts, Camp Fire Boys and Girls—and many more. When these groups participate, school foodservice personnel may be used in an advisory or support capacity.

There are numerous ways to tap leadership talent pools:

- Advertise in your local newspaper.
- Attend a meeting of a community organization and talk with leaders about becoming involved in *Going Global*.
- Discuss *Going Global* with your parent-teacher organization and ask for its support.
- Talk with teachers about *Going Global*. They may wish to become involved or refer you to persons who could serve as leaders.

What are NACs?

Many schools have a Nutrition Advisory Council (NAC)—a student organization that serves as a link between students, school foodservice personnel, administrators, and the community. NAC is a vehicle to spread the word about good nutrition and is an organization with the potential to participate in *Going Global* activities.

Perhaps your school already has an NAC. In this case, students may be prepared to learn about hunger and to participate in *Going Global* activities. If you wish to start an NAC, helpful resources are available from the American School Food Service Association. For additional information, call ASFSA at 1-800-877-8822 or go to the ASFSA web site: ***http://www.asfsa.org.***

Leadership Characteristics

Adult leaders must enjoy working with students and be committed to helping them learn. Other leadership characteristics include:

- ▲ Keen interest in the topic, along with a willingness to gather the necessary knowledge of the subject area.
- ▲ Enthusiasm and motivation for guiding student activities.
- ▲ Willingness to thoroughly prepare for each meeting.
- ▲ Sensitivity to varying interest levels and capabilities of students.
- ▲ Willingness to assist students in obtaining materials and resources needed for successful completion of projects.
- ▲ Interest in ensuring that student activities are carried out in a safe and supportive environment.
- ▲ Ability to maintain professional and ethical relationships with students.

Adult leaders must enjoy working with students and be committed to helping them learn.

Having a good time with students is essential to the successful implementation of activities. Enjoy this experience with the students. Interject humor and take time to celebrate your accomplishments. Let the students take ownership by having them assist in planning as much as possible. Make this experience meaningful by providing relevant information and interesting guest speakers. Regularly and consistently restate the main points learned throughout the *Activity Guide*.

Planning is also essential to success. Remember that it is more important to undertake a few activities and do them well rather than to undertake many activities that will force you to spread yourself too thin. Work toward accomplishing a few activities in which students are highly motivated and involved.

Many states require adults working with students to satisfy a background check and tuberculosis clearance. To learn about the requirements in your state, contact the personnel office in your school district.

Responsibilities of the Adult Leader

Leaders have the responsibility of creating an environment where learning can take place. Here are some of the characteristics of a positive learning environment:

- ▲ Adequate lighting.
- ▲ Comfortable room temperature.
- ▲ Access to restrooms and drinking water.
- ▲ Easy access for students with special needs.
- ▲ Adequate and quiet space for working.

Although the details of the activities will vary, typical responsibilities of the leader include:

- ▲ Chaperoning activities.
- ▲ Arranging transportation as needed.
- ▲ Obtaining parental approval.
- ▲ Recruiting students to participate in activities.
- ▲ Training other adult leaders.
- ▲ Identifying interests and capabilities of students.
- ▲ Scheduling field trips and other events.
- ▲ Obtaining supplies and instructional materials.
- ▲ Sharing information and expertise in activity areas.
- ▲ Serving as a communications link between the school and families.
- ▲ Accommodating children with special needs.
- ▲ Providing translation services for non-English speaking students.

Building Community Partnerships

Community partnerships are formed when individuals and organizations join together to share a common interest and achieve a common goal. In this case, the goal might be to create community awareness and involvement in global hunger issues. Specifically, the partnership supports and encourages participation in the *Going Global* activities. This support can be provided in several ways:

- ▲ Providing field trip opportunities for students.
- ▲ Sponsoring events, such as World Food Day.
- ▲ Providing supplies and equipment.
- ▲ Chaperoning student events.
- ▲ Providing adult leaders.

Community partnerships are usually formed in simple, informal ways. Partnerships occur when interested people and organizations communicate and work together. Churches, farm organizations, and health professionals may be especially interested in world hunger. However, leadership is needed to bring groups together and identify issues of common interest and concern. Building partnerships is a very rewarding opportunity for the *Going Global* leader.

Let's assume that students are studying food systems. The community can be involved in providing a learning experience that will give students firsthand information on how the food system works. For example, students can visit a farm, observe foods being harvested, talk with truck drivers and study their delivery schedules, visit a food processing plant, and track the distribution of food to the grocery store and consumer.

Local individuals can describe what happens when crops fail, trucks break down, and processing plants close down.

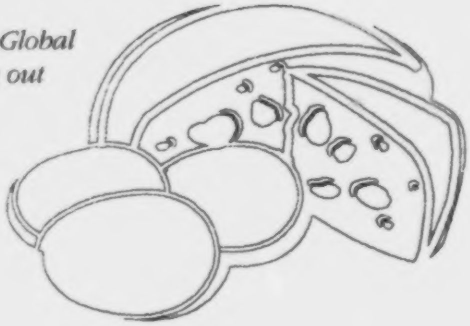
Partnership Opportunities

Community partnerships can make a significant difference in creating awareness about world hunger and getting people involved. Here are several ways in which partnerships can help reduce hunger:

- ▲ Adopt a school in a developing country.
- ▲ Start a local food bank.
- ▲ Provide meals for homeless persons.
- ▲ Participate in World Food Day.
- ▲ Actively support *Going Global.*
- ▲ Provide leaders for *Going Global.*
- ▲ Sponsor an international food fair.

Activity 2-A Building Support for Activities

Let school and community leaders know about the Going Global project, and gain their support and assistance in carrying out the project's activities.



Outcomes

Going Global leaders will—

- ▲ Build partnerships with educators and community groups to provide educational programs for students.
- ▲ Provide information and materials to promote the *Going Global* project.

Steps

1. Identify people in the school district and community you wish to contact about the *Going Global* project. School officials may include the district board members, school district superintendent, district curriculum director, intermediate grade school coordinator, school principal, school foodservice director, classroom teachers, and district or school nurse.

   Contacts within the community may include the mayor and council members, the county board of supervisors, Chamber of Commerce officials, local business executives, leaders of charitable organizations involved in hunger issues, local hunger activists, local media representatives, and health related professionals, including dietitians.

2. Once you have established your list of contact persons, record their telephone numbers, e-mail addresses, and office locations.
3. Prepare a packet of materials promoting *Going Global* that contains:
   a. A brief statement about world hunger issues and why it is important for students to become knowledgeable, aware, and involved in these issues.
   b. The project's goals and objectives.
   c. The projected student and *Going Global* leader outcomes.
   d. A summarized example of one or two of the activities.

   e. A statement of how the school and community personnel can support the students' efforts in this project.

4. If it is not possible to develop a packet, prepare the message you want to convey as you meet with the various contact persons.

5. Think about the types of support you are requesting. You may need financial support; permission to use school facilities, equipment, and materials; presenters for some of the activities; names of additional people to contact who may be able to assist in the project; or a representative to promote your *Going Global* effort to constituents.

6. Follow up on your meetings by thanking each person for being interested in your project. Restate and confirm assistance that was agreed upon.

7. Periodically provide *Going Global* progress reports to your supporters through newsletters, notes, or flyers. Send some of the products created by the students. These updates will maintain visibility for your project activities, which may spark additional support.

8. When the project is concluded, prepare a final report, enclose a cover letter of thanks, and send copies to the community leaders who have provided support.

Materials Needed

1. **Directories containing the names, addresses, and phone numbers of the community leaders you will be contacting.**

2. **Sufficient copies of your promotional message or packet.**

3. **Word processing equipment, a photocopier, and supplies for producing the final report and thank you letter.**

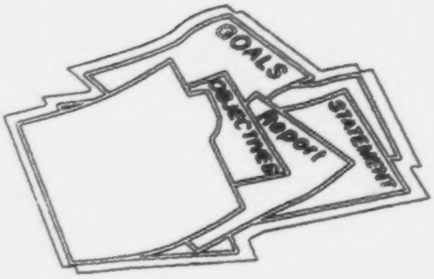
Activity 2-B Plan the Overall *Going Global* Project

The planning process for Going Global allows students to become involved in global hunger and malnutrition issues.

Outcomes

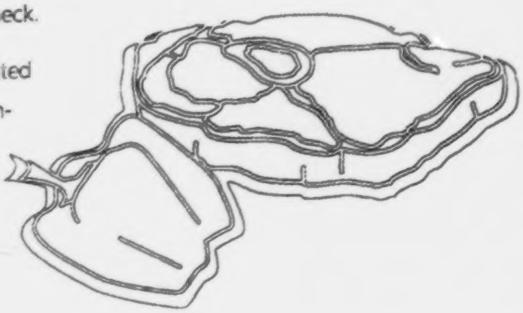
Going Global leaders will—

- ▲ Provide leadership for establishing student groups.
- ▲ Serve as leaders for the projects and related activities.
- ▲ Provide promotional information and materials.



Steps

1. Thoroughly review the *Going Global Activity Guide* materials to determine if you have the time and interest to lead a group of students through the activities. (These activities are intended for students in intermediate grades but can easily be adapted to lower or upper grade level students.)
2. If you are an employee of the school district and are interested in starting a *Going Global* group, get approval from your immediate supervisor and discuss how you plan to implement the project and form the student group.
3. If you are not a district employee and want to recruit students from a particular school or use school facilities, you will need approval from the appropriate administrator. You may also need to comply with the district requirements for volunteers, such as tuberculosis testing and a background check.
4. If you are not a district employee and this is not a school-related project, you do not need approval from school district administrators.



5. Once approval is received, develop a *Going Global Work Plan* for the entire project. A copy is included at the end of this activity. Basic action items include:
   a. Obtain appropriate approvals from your supervisor and school administrators.
   b. Explain the program and involve teachers in the district.
   c. Promote the project to school and community leaders.
   d. Recruit students as participants.
   e. Obtain a meeting space on the school campus.
   f. Develop plans to implement the activities.
   g. Seek financial and other necessary resources.
   h. Identify other tasks unique to your situation.

6. Carry out your work plan for recruiting the student group. If your school district already has an existing student Nutrition Advisory Council (NAC), it may be a suitable group for the *Going Global* activities. Approach the NAC leader to determine how the NAC may be involved. Perhaps you and the NAC leader could serve as co-leaders.

7. Review the Nutrition Advisory Council Handbook published by the ASFSA. If your school district does not already have this handbook, you may order one through the ASFSA web site: ***http//:www.asfsa.org***.

8. Now that you have planned the entire project and recruited the student members, it is important to carefully plan each activity. Use the *Planning a Single Activity* sheet included at the end of this activity as a planning tool.

9. Start your planning by reading the text portion at the beginning of each section that explains the background and rationale for the related activities.

10. Make sure you have the necessary materials, speakers, pertinent resources, and any other items needed for the particular activity.

11. Periodically refer to your *Going Global Work Plan* to make sure you have everything that is needed. Remember that planning is a continuous task.

Materials Needed

1. ***Going Global Work Plan.***
2. ***Planning a Single Activity* sheet.**

SCHEDULE 2-1: *Going Global* Work Plan for the Entire Project

This planning tool may be used to lay out all the major steps and sub-steps needed for you to implement the Going Global project.

EXAMPLE

How	*When*	*Who*	*What*
What are the necessary tasks (steps)?	**When does the task need to be completed?**	**Who handles this task?**	**What is needed to carry out this task?**
1. Get approvals			
a. Immediate supervisor	a. Feb 10	a. Project leader	a. Schedule meeting
b. School nutrition director	b. Feb. 12	b. Project leader	b. Schedule meeting
c. School principal	c. Feb. 15	c. School nutrition director	c. Schedule meeting
2. Involve teaching staff			
3. Promote project			
4. Recruit students			
5. Obtain meeting space			
6. Develop activity plans			
7. Seek financial resources			
8. Miscellaneous tasks			

Going Global Work Plan for the Entire Project

How	*When*	*Who*	*What*

SCHEDULE 2-2: Planning a Single Activity

Use this tool to plan and implement each activity after reading the statement at the beginning of each activity. The statement is an overview of the activity's process.

Activity name: ______________________________

Major tasks	*Timeline* *Begin*	*End*	*Who will do the task?*	*Materials needed*

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Activity 2-C Establishing a Resource Center

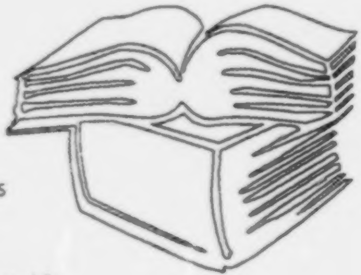
Establish a resource center to include books, videos, and other materials on hunger and nutrition for use by students, teachers, school administrators, parents, and others interested in the project.

Outcome

The *Going Global* leader will provide information and materials to promote and support the project through the resource center.

Steps

1. Find a suitable location for the *Going Global* Resource Center, preferably on the same campus as the student meetings. Ideally, the space should allow for displays of books and related materials and should be accessible to anyone interested in the project. If the school has a library, some dedicated shelf space for book displays is ideal.
2. Begin collecting books, articles, posters, maps, Internet web page addresses, statistics and data, and any other appropriate materials on worldwide hunger issues.
    a. Research the Internet to see what is available to download or order.
    b. Check the ASFSA, World Food Programme, Food and Agriculture Organization, UNICEF, USDA, and other related web pages to see what resources are available. The web sites are listed in the *Resource Section* of this *Guide*.
    c. Visit your community library to find related books and materials that can be checked out.
    d. Contact your state's agricultural boards to request materials. These boards often have very attractive posters of food and agricultural scenes that can be used in displays in the Resource Center.
    e. Regularly look for materials to add to the Resource Center, asking students to keep an eye out as well.



3. After gathering a basic set of materials, determine the message or theme you wish to convey in the Resource Center. Design your space; present the message or theme in an attractive display of posters, maps, books, and other materials. Get students involved in planning and setting up the display.

4. Periodically change the message or theme and redesign the display accordingly. Again, the students can assist you. Or, a classroom teacher and students could make this a social studies or geography lesson and create the display for you. In this way, more students can become aware of world hunger issues.

5. Write a short article about the Resource Center for the school or parent newsletter, inviting readers to visit and make use of the materials.

6. Promote the Resource Center with an open house, inviting students, teachers, school administrators, community leaders, and parents to see materials that are available. This is also an excellent way to educate a larger audience about the *Going Global* project.

7. Use the Resource Center to display the completed products of your *Going Global* students' work; products can be research projects, photos, maps, etc.

8. When you invite guest speakers to present to your group, ask them to supply resource materials that can be incorporated into the Resource Center collection.

Materials Needed

1. **Space to house the Resource Center.**
2. **Shelves or tables, display boards that can sit on top of the tables, chart easels, and paper.**
3. **Art materials, such as poster board, felt pens, construction paper, glue, and cutout alphabetical letters.**
4. **A collection of resource materials that you will add to regularly.**
5. **If you hold an open house, you will need flyers and posters with the date, time, and location, inviting the community to come. You may wish to provide light, nutritious refreshments.**

Activity 2-D Assisting a Developing Country

When the Going Global team adopts a developing country, the group can draw on the knowledge of ASFSA members for information, expertise, and resources to assist that country's children.

Outcome

ASFSA members will learn about global hunger needs and how they can provide assistance.

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Steps

1. Contact the appropriate person at the ASFSA affiliate chapter or the school nutrition department office to discuss adopting a developing country's school-feeding program. Either organization can implement this activity.
2. Explore ways in which the group can contribute to another county's effort to feed its children. The group could provide nutrition information, share technical materials, offer food preparation and sanitation information, or offer food management advice. You may want to start a "pen pal" exchange between your group and the country's school-feeding personnel.
3. Once a course of action has been decided, promote it with the ASFSA members or school foodservice personnel to encourage their participation in the project.
4. With the group, develop a work plan to include all of the major steps that need to be accomplished. *Schedule 2-1 Work Plan for the Entire Project*, is attached to *Activity 2-B* and can be used to define and clarify your planning. Make sure that the following major steps are included:
   a. Determine what kinds of assistance you can offer.
   b. Select the country you want to support.
   c. Contact an appropriate person in that country.
   d. Begin the exchange effort.
   e. Let others know about your exchange effort.

5. In deciding which country to adopt, you may wish to establish criteria to use in the selection process, such as the percentage of children that are undernourished, whether school-feeding programs already exist there, and what the social conditions are. You may want to assign this task to a sub-group, and have them report back to the group. The Internet and your local library are excellent sources of information about countries.

6. Once a country has been selected, several members of the group can determine how to contact an appropriate individual in that country. The Internet can be a useful tool in collecting information about countries. WFP's site, ***http://www.wfp.org***, has extensive information on developing countries, school feeding, food aid, and statistics on hunger.

7. After you draft your initial letter or e-mail, review it with the group, then send it to the contact person. The letter should contain the following information:
   a. Who you are and why you are writing.
   b. What you propose to do.
   c. Why you are interested in working with this person.
   d. What your school nutrition program provides to students, which can be explained through photos, data about the numbers of children you feed daily, and examples of your menus.
   e. How you can be contacted.

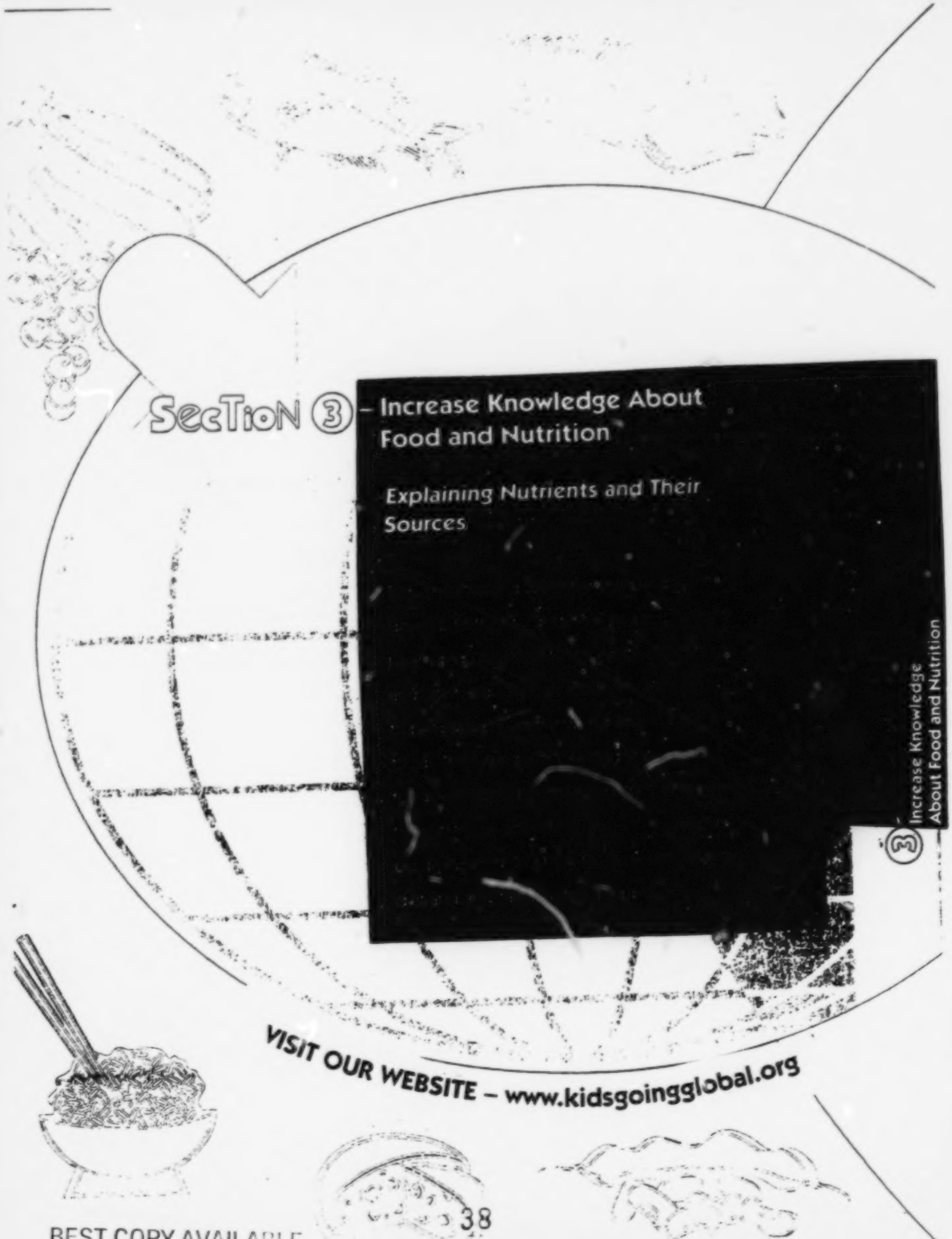
8. When you receive a positive reply to your letter, begin implementing your work plan and the exchange of information, knowledge, and expertise.

9. Provide periodic reports about your success in exchanging and sharing with this country for your own community. Let the country you work with know what the benefits have been for your group.

10. Write articles for ASFSA publications, state and chapter magazines, or newsletters about your adoption of another country—how you did it and what information and assistance you provide. Make sure you also submit these articles to your school district's newsletter. Some members of the group might like to give a presentation about this experience to your district school board.

Materials Needed

1. **Access to the Internet.**
2. ***Going Global* Work Plan for the Entire Project, *Schedule 2-1*, from *Activity 2-B*.**
3. **Materials needed for the exchange that were identified in the work plan.**



SecTioN ③ – Increase Knowledge About Food and Nutrition

Explaining Nutrients and Their Sources

③ Increase Knowledge About Food and Nutrition

VISIT OUR WEBSITE – www.kidsgoingglobal.org

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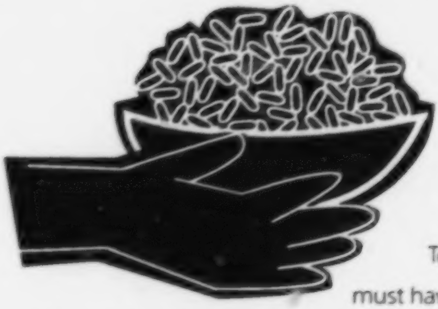
Notes

SecTioN ③ – Increase Knowledge About Food and Nutrition

Explaining Nutrients and Their Sources



"**Food is essential for life.** Food is the source of the nutrients and energy the body needs to maintain health and life, to grow and develop, to move, work, play, and learn. To be healthy and well nourished, all people must have adequate amounts of a variety of nutritious and safe foods. Without adequate nutrition, children and young people cannot develop to their full potential, and adults will experience difficulty in maintaining and expanding theirs." (from *Feeding Minds, Fighting Hunger*, FAO Publication, 2000. *http://www.feedingminds.org*)

> ***"Malnutrition is a national concern because we are a nation that cares about its people, how they feel and how they live...this nation can no longer continue to live with its conscience if millions of its own people are unable to get an adequate diet."***
>
> —Richard Nixon, 1969

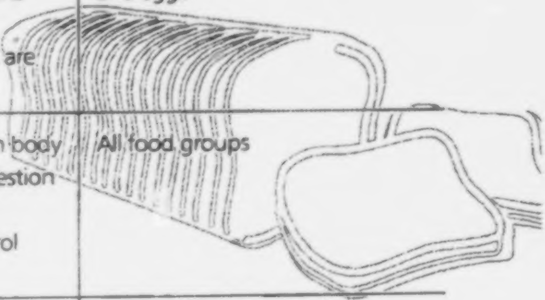
Nutrients and Their Sources

Food contains nutrients needed for the body to function properly. More than 40 nutrients essential for good health are classified into six groups: carbohydrates, fats, proteins, minerals, vitamins, and water. Water is essential for the body to function properly.

These nutrients are essential for good health for all individuals in all parts of the world. No single food has all the nutrients needed for optimal growth and health, as each nutrient has specific uses in the body. The following chart summarizes some of functions of important nutrients and their chief food sources.

carbohydrates
FATS
PROTEINS
vitamins
water
minerals

Nutrient Group	*Function*	*Food Sources*
Carbohydrates	• Supply energy	Grains, starchy vegetables, such as potatoes, corn and peas, fruits, dried beans and peas
Fats	• Supply energy and transport nutrients to all parts of the body • Contain nutrients • Are part of many body cells	Butter, margarine, vegetable oils, salad dressing, cream, bacon, and nuts
Proteins	• Promote tissue building and repair of body parts • Provide energy when carbohydrates and fat are in short supply	Meat, fish, poultry, nuts, cheese, and eggs
Minerals	• Regulate and maintain body functions, such as digestion • Regulate chemical interactions that control body processes	All food groups
Iron	• Helps carry oxygen to body cells	Meat, fish, poultry, legumes, and dark green leafy vegetables
Calcium	• Helps to build strong bones and teeth	Milk, milk products, and dark green leafy vegetables
Vitamins	• Regulate and maintain body functions • Aid in growth	All food groups
A	Improves skin and night vision	Fruits, vegetables, milk, and milk products
C	Helps to promote healthy gums and fight infection	Fruits and vegetables, especially citrus fruit
Water	• Carries nutrients in the blood • Helps maintain body temperature • Aids digestion • Carries body waste	Most foods and beverages



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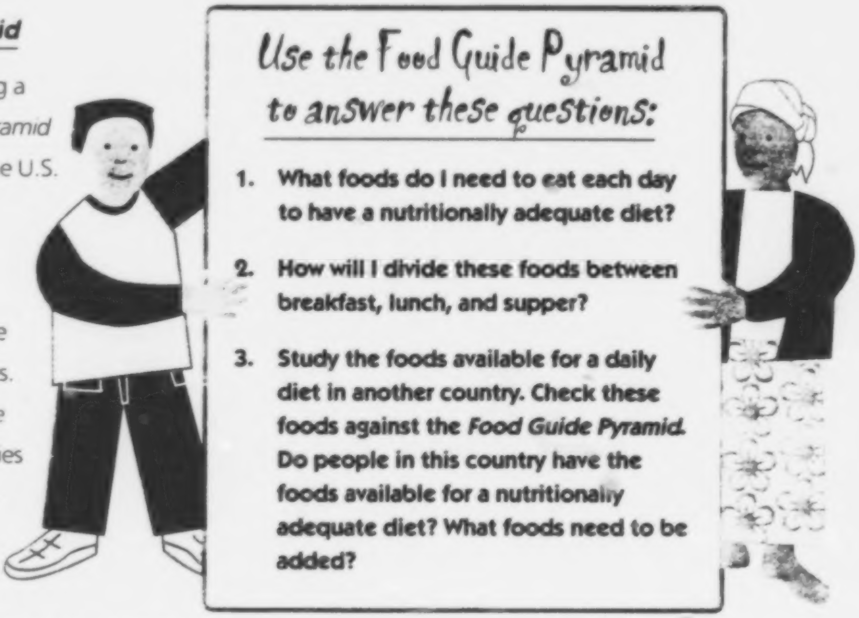
Each nutrient has a specific task in building and maintaining healthy bodies, with most nutrients doing their best work in the body when teamed with other nutrients. For this reason, eating a variety of foods is important for good health.

About the Food Guide Pyramid

How do you know if you are eating a balanced diet? The *Food Guide Pyramid* in this section was developed by the U.S. Department of Agriculture, and provides practical guidance for making daily food choices. This guide is also useful for checking the adequacy of diets in other countries. Although food preferences and the availability of foods in other countries differ, the requirements for a nutritionally adequate diet are the same worldwide.



Use the Food Guide Pyramid to answer these questions:

1. **What foods do I need to eat each day to have a nutritionally adequate diet?**
2. **How will I divide these foods between breakfast, lunch, and supper?**
3. **Study the foods available for a daily diet in another country. Check these foods against the *Food Guide Pyramid*. Do people in this country have the foods available for a nutritionally adequate diet? What foods need to be added?**

The Dietary Guidelines for Americans, developed jointly by the U.S. Department of Agriculture and the U.S. Department of Health and Human Services, provide additional guidance for selecting a healthy diet. The guidelines are particularly appropriate for persons living in the United States.

Foods in Other Countries

People in other countries may have very different food preferences and eating habits. Many countries have traditional or local dietary patterns that provide the varieties of foods needed for growth and health. For instance, in some countries, staples like rice, maize, cassava, and potatoes provide the main food, to which smaller amounts of vegetables, meats, poultry, and sauces are typically added. (Cassava is a root vegetable eaten as a staple in the American tropics.) If these accompanying foods provide a variety of vegetables and meats or legumes (beans, peas, and nuts) as well as sauces with fat and sugar, the traditional, local diets will provide the nutrients needed for health and growth (from *Feeding Minds, Fighting Hunger*, FAO Publication, 2000, *http://www.feedingminds.org*)

"Without adequate nutrition, children and young people cannot develop to their full potential, and adults will experience difficulty in maintaining and expanding theirs."
— from *Feeding Minds, Fighting Hunger*, FAO Publication, 2000. *http://feedingminds.org*

Nutrition books for students are listed in the *Resource Section*. Use these resources to study foods in the typical diets of children in other countries. Select a country and plan meals using the foods available there. How do these foods compare to foods in the U.S.? What are the differences? Do these foods meet the requirements in the *Food Guide Pyramid*?

What Are Hunger and Malnutrition?

Many people do not have a sufficient amount or variety of foods to provide for and maintain good health. Hunger is a condition in which a person feels a strong need or desire for food. Hunger can be temporary, as when you skip breakfast or dinner. Hunger can also be chronic, as when a person can not get enough food over a long period of time to meet nutritional needs. Chronic hunger can lead to malnutrition.

Malnutrition literally means mal (bad) nutrition. Malnutrition results from failure to achieve nutrient requirements— and can ultimately impair physical and mental health. Although malnutrition usually refers to lack of food or undernutrition, obesity is also a form of malnutrition resulting from excessive or improper eating.

Usually associated with hunger in developing nations, malnutrition also occurs in countries like the United States where there is a plentiful food supply. Hunger in the United States often results from poverty, but malnutrition can also result from poor eating habits and food choices that lead to inadequate diets.

Starvation is caused by a severe lack of food, resulting in extreme loss of body tissue and fluids. This condition ultimately leads to death unless more food is provided.

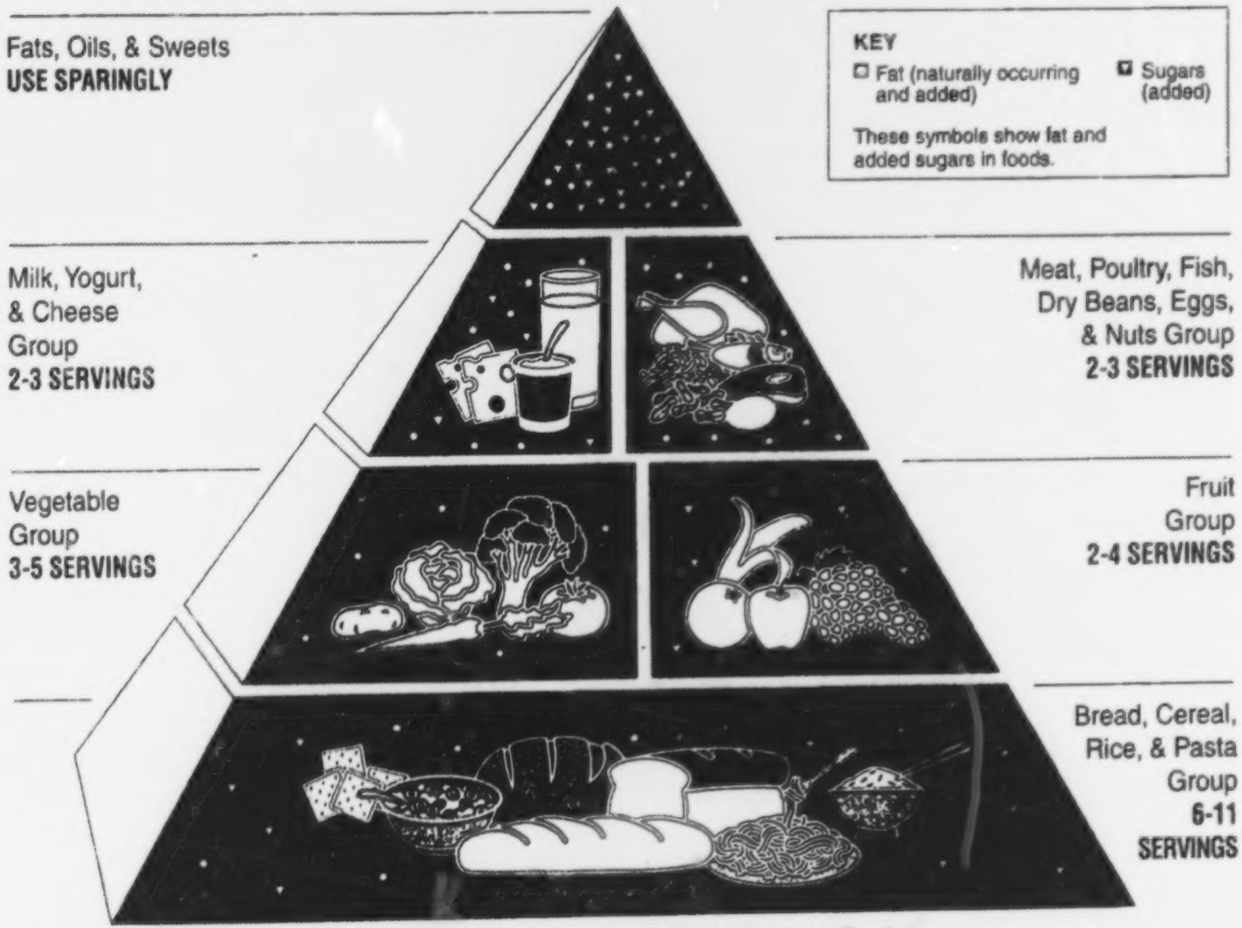
Effects of Hunger and Malnutrition

To be healthy and active, each person needs adequate amounts of nutritious foods for energy and nutrient requirements. Serious health problems may result when these foods are not available.

Children with nutritional deficiencies are listless, lose weight, and develop skin lesions and hair loss. They find it difficult to go to school and hard to learn. Additional indicators of malnutrition are stunted growth, anemia, cellular breakdown, and other debilitating conditions such as diarrhea and malaria. Children in these weakened conditions are particularly susceptible to diseases such as tuberculosis and malaria. In cases of severe malnutrition, extreme weight loss and debilitating illness result in death.

Food Guide Pyramid

A Guide to Daily Food Choices


Fats, Oils, & Sweets
USE SPARINGLY
KEY
☐ Fat (naturally occurring and added)
▣ Sugars (added)
These symbols show fat and added sugars in foods.
Milk, Yogurt, & Cheese Group
2-3 SERVINGS
Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 SERVINGS
Vegetable Group
3-5 SERVINGS
Fruit Group
2-4 SERVINGS
Bread, Cereal, Rice, & Pasta Group
6-11 SERVINGS

Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services

According to some estimates, malnutrition is an important factor among the nearly 13 million children under age five who die every year from preventable diseases and infections such as measles, diarrhea, malaria, and pneumonia, or a combination of these. Some 30 million infants are born each year in developing countries with impaired growth due to the mother's poor prenatal nutrition (from *Hunger and Malnutrition in the World*, FAO Publication, 2000).

Why People Suffer from Hunger

Thanks to better farming techniques developed after World War II, there is enough food in the world to feed the entire global population. Even as the global population continues to grow, the world still produces enough food to feed every man, woman, and child. Yet, there are still some 830 million people on the planet who do not get enough food to eat on a daily basis to thrive and maintain their health. Why does this happen?

Poverty is the main reason. Being poor can mean other things in addition to not having money. It often means not being healthy, not being able to learn to read or write, and not being able to work. It can mean worrying every day about whether you will have food or constantly being sick because your body lacks the proper vitamins, proteins, and nutrients.

Natural disasters also cause people to go hungry. When hurricanes, floods, or earthquakes occur, people's lives are turned upside-down. Even if individuals survive, their belongings are usually lost or damaged. The storm or disaster can destroy homes, farm animals, and clothing—everything that a family owns.

In the United States, the government immediately helps to provide shelter and to pay for reconstruction. Families are soon able to put their lives back together.

But in developing countries, governments do not have the money to help people to recover. So families might suffer for a long time after a natural disaster, trying to live without shelter, food, and supplies.

War and conflict have effects that are similar to natural disasters. Homes might be seized or destroyed. People might have to leave their houses quickly in search of safety, abandoning their gardens, crops, and animals. Sometimes they are not able to return for months or even years.

The majority of the world's hungry poor are women and children. Children cannot take care of themselves without help from adults, especially from their mothers. In many cultures, women are often unable to take good care of themselves and their children because of poverty or because of customs, religion, and traditions that restrict what women can do. Often women and even young girls must work without pay from very early in the morning until very late at night to find water and food and to take care of the basic needs of their families. Because they must work so hard to help the family survive, girls and women are often unable to go to school or to get a job.

It is very ironic that, although women and girls in almost every society have to work hard to gather and prepare food, most of the time, they eat last—and they eat least.

Standard WFP Food Ration

Hungry people do not usually suffer without others knowing about it. The world is well aware of who most of the hungry people are and where they live. Fortunately, there are many organizations and charities that are there to help.

Aid organizations provide different kinds of food to hungry people, depending on the food that is available and how urgently it needs to be delivered. The customs and eating habits of the people are taken into account too.

A standard WFP food ration that would be provided to hungry people during an emergency, for instance, consists of the following:

▲ Cereals (wheat, maize, sorghum, rice)	400 grams	(14 ounces)
▲ Pulses (beans, peas)	20 grams	(0.7 ounces)
▲ Vegetable oil enriched with vitamin A	25 grams	(0.9 ounces)
▲ Iodized salt	5 grams	(0.18 ounces)
▲ Sugar	20 grams	(0.7 ounces)
▲ Blend of wheat/maize and soy flour enriched with vitamins and minerals	30 grams	(1 ounce)
Total	500 grams	(17.5 ounces)

Note: 1 gram equals 0.035 ounces

The blend of wheat or maize and soy is pre-cooked so that it takes less time to prepare. It is very nutritious and can be made into a drink, baked into cakes or doughnuts, or eaten like oatmeal porridge.

WFP tries to provide a food ration of at least 2,100 calories per person, per day. This is the average energy requirement of a typical population in a developing country.* This is about equal to one large hamburger with fries and a milkshake. It is not a lot, but it's enough to keep a hungry person alive and healthy.

* WFP/UNHCR *Guidelines for Estimating Food and Nutritional Needs in Emergencies,* December 1997.

Food Security—What Is It?

Food security means that all people at all times have access to enough nutritious and safe foods to maintain an active, healthy life.

Food security depends on three pillars for support:

1. Foods must be *available.* Adequate amounts of good quality, safe foods must be produced or imported at the national and local levels.

2. Food must be *accessible*. Food must be distributed and readily available, and must be affordable to all people. People must also know how to prepare and use the foods.
3. Food must be *used* in the best way possible for each person to be healthy and well nourished. This means that food must be available in sufficient quantity, quality, and variety for each individual's needs.

Each country strives to achieve food security and a sustainable food supply for its people. Foods may be produced within the country or they may be imported from other countries. A sustainable food supply means that the country is able to provide, through agricultural production or other means, sufficient amounts of nutritious foods to adequately feed present and future generations of its citizens.

Activity 3-A Using the Food Guide Pyramid

Have students use the Food Guide Pyramid to check their daily diets and to learn about selecting foods for a nutritionally adequate diet.

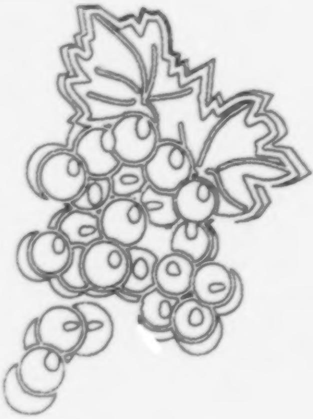
Outcomes

Students will —

- Understand the components of an adequate diet.
- Learn how to make good food choices for snacks and meals.
- Learn how to use the *Food Guide Pyramid*.

Steps

1. Ask students to record the foods they ate the preceding day for breakfast, lunch, dinner, and snacks.
2. Place a *Food Guide Pyramid* poster on the wall.
3. Have students list the individual foods or combination of foods eaten the day before, with each food on a separate sticky note.
4. Next, have the students, one at a time, attach their foods on sticky notes to the proper sections of the *Food Guide Pyramid*.
5. Ask each student—
   a. Do you have a food in each of the *Pyramid* sections?
   b. Do you have the correct number of servings in each section?
   c. If not, what is lacking?
6. If food groups are lacking or if more servings are needed in a particular food group, help students decide how to add these missing foods.
7. Give students sticky notes of a different color. Have them write the names of the foods they will add to meet the requirements in each section of the *Pyramid*. Place these sticky notes on the *Pyramid* also. The sticky notes in two different colors will show both foods eaten and new foods added to provide a nutritionally adequate daily diet.



8. Next, give each student a copy of the *Food Guide Pyramid*.

9. Ask each student to plan a daily diet that meets the *Food Guide Pyramid* requirements for each section.

10. Have students share their menus with the class. Have the class help check the adequacy of each student's choices.

Suggested Other Activity

Have each of your students bring to the meeting a "food basket" of items they regularly eat. Count all the calories and nutritional values of the foods and compare them to the WFP daily food ration of 2,100 calories. Discuss your findings.

Materials Needed

1. **Paper and pencil for each student.**
2. ***Food Guide Pyramid*, poster size for wall hanging.**
3. **A copy of the *Food Guide Pyramid* for each student to use in class and to take home.**
4. **Sticky notes in two colors.**

Note: Copies of the *Food Guide Pyramid* may be obtained from the USDA web site at ***http://www.usda.gov*** using the site's search mechanism.

Activity 3-B Learning about Essential Nutrients

By participating in nutrition games and puzzles, students will explore the interrelationships of nutrients and their sources and will discover the importance of eating a variety of foods each day.

Outcome

Students will—

- ▲ Understand the interrelationships of nutrients and their food sources.
- ▲ Understand that eating a variety of foods each day is essential for good health.

Steps

This activity is a team contest to see which team will score the highest number of points for each of the three nutrition puzzles. The team that scores the highest total points for all three puzzles is the grand champion.

1. Before the meeting, photocopy a set of these three puzzles for each student.
   - Nutrient Crossword Puzzle
   - Nutrient Scramble
   - Mix and Match
2. Explain the essential nutrients to students.
3. Divide students into teams with about eight students per team.

   Give each student on each team the *Nutrient Crossword Puzzle* (Use *Schedule 3-1* and photocopy as needed).
   a. Allow 10 minutes for students to complete the puzzle.
   b. There are 26 possible correct answers.
   c. Assign 2 points for each correct answer for a total of 52 possible points.
   d. Which team has the highest score?
4. Repeat the above process for *Nutrient Word Scramble*. (Use *Schedule 3-2* and photocopy as needed).
   a. There are 12 possible correct answers.

   b. Assign 2 points for each correct answer for a total of 24 possible points.
   c. Which team has the highest score?

5. Repeat the above process, with the *Mix and Match* nutrient puzzle. (Use *Schedule 3-3* and photocopy as needed).
   a. There are 25 possible correct answers.
   b. Assign 2 points for each correct answer for a total of 50 possible points.
   c. Which team has the highest score?

6. Next, combine the total scores for each team. The winning team has the highest number of total points for the three puzzles.

7. Ask students to share information they have learned.

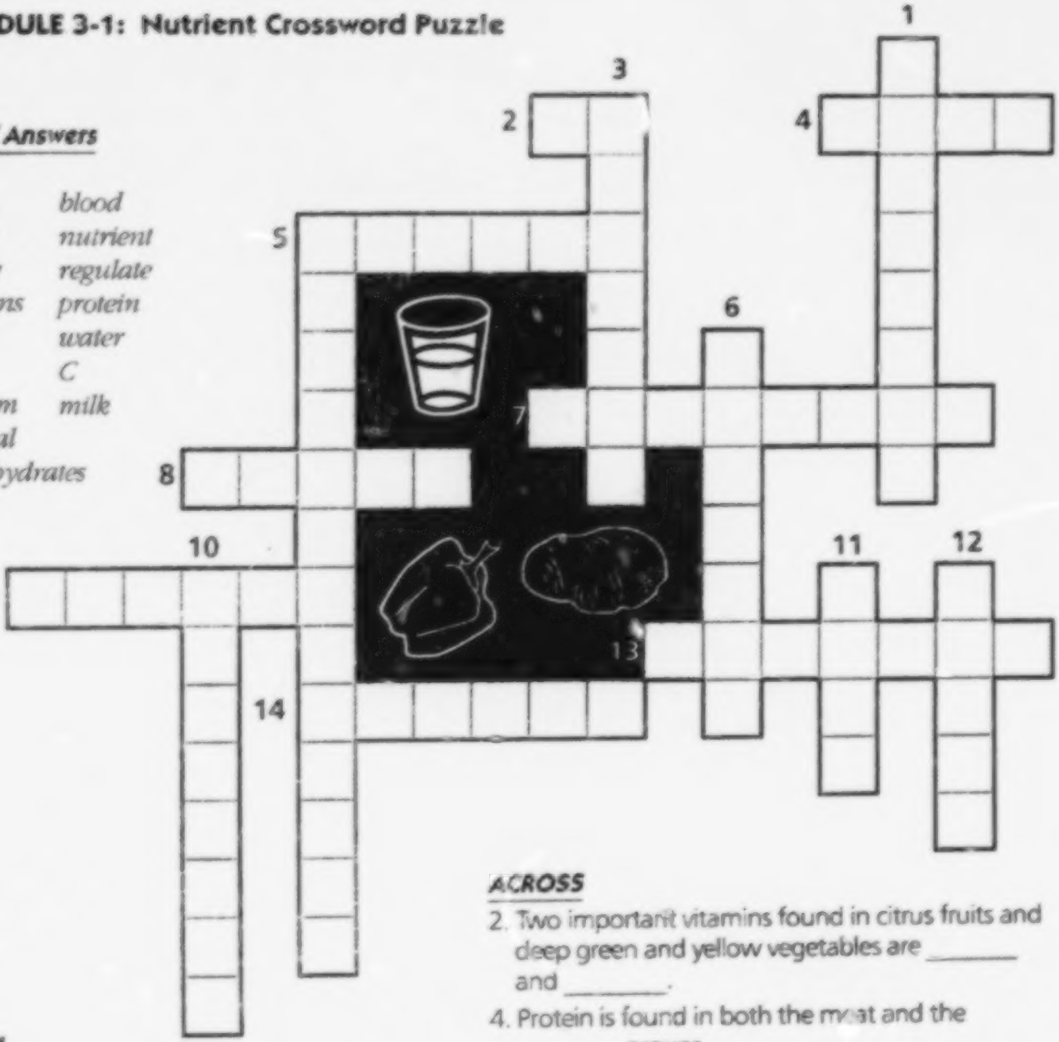
Materials Needed

1. **One copy of each of the three puzzles for each student. The puzzles are found in *Section 3* of the *Activity Guide* and may be photocopied.**
2. **A pencil for each student.**

SCHEDULE 3-1: Nutrient Crossword Puzzle

List of Answers

cereal
repair
energy
vitamins
meat
A
calcium
mineral
carbohydrates
blood
nutrient
regulate
protein
water
C
milk



DOWN

1. Fruits and vegetables are high in ________.
3. The milk group is high in the mineral ________.
5. Bread and rice are high in _______.
6. Chicken is high in _______.
10. Minerals and vitamins help ________ and maintain body functions.
11. The mineral iron is found in the ________ group.
12. ________ helps regulate body temperature and is found in milk, fruits, and vegetables.

ACROSS

2. Two important vitamins found in citrus fruits and deep green and yellow vegetables are _______ and ________.
4. Protein is found in both the meat and the ________ groups.
5. Carbohydrate can be found in large amounts in the bread and ________ group.
7. Carbohydrate, fat, water, protein, vitamins and minerals make up the six ________ groups.
8. Iron is needed for healthy _______.
9. The nutrients, fat and carbohydrate, give the body _______.
13. Calcium and iron are both in the ________ group.
14. Protein helps the body build and _______ tissues.

SCHEDULE 3-2: Nutrient Word Scramble

A. Unscramble each set of letters to spell one of the six nutrient groups.

1. ABORHRTCDAESY ______________________
2. NRTEPOI ______________________
3. AFT ______________________
4. TEWRA ______________________
5. TIASINVM ______________________
6. INAMERLS ______________________

B. Place a word from Section A in the appropriate blank below.

1. Provides energy ______________________
2. Regulates body temperature ______________________
3. Builds and repairs body tissue ______________________
4. Regulates nerve and muscle processes ______________________
5. Regulates digestion and appetite ______________________
6. Stores energy ______________________

SCHEDULE 3-3: Mix and Match Food Catagories

Sort the following foods into the correct categories and list them on the chart below. Some may be used twice.

Butter
Cottage cheese
Grapes
Beef
Bread
Liver
Chicken
Cream
Artichoke
Apple
Navy beans
Mayonnaise
Oatmeal
Banana
Carrots
Avocado
Corn
Margarine
Nuts
Tortilla
Oil
Ice cream
Asparagus

PROTEIN	FAT	CARBOHYDRATE
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
		7.
		8.
		9.
		10.
		11.

Activity 3-C School Lunch and Breakfast Programs in the U.S.

When students visit the school foodservice department and talk with staff there, they will learn about the nutritional quality of school meals and how menus are planned.

Outcomes

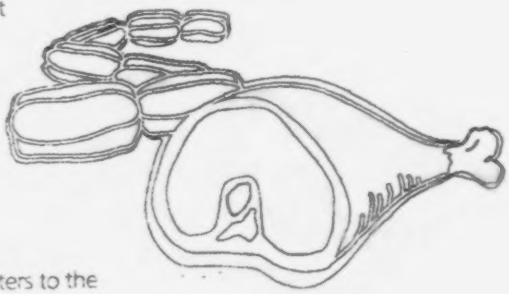
Students will—

▲ Understand the importance of eating a nutritious breakfast and lunch.

▲ Understand how nutrition standards are used for planning school lunches and breakfasts.

Steps

1. Contact your school foodservice director and schedule a time when students can visit the cafeteria to meet with the foodservice director or other staff members.
2. Discuss with the foodservice director the information to be provided in the cafeteria visit. Consider including:
   a. A tour of the food preparation, storage, and serving areas.
   b. An explanation of safety and sanitation procedures.
   c. A brief overview of how food is purchased and delivered to the school.
   d. Nutrition standards used for school meals.
   e. How the food-based menu planning system is used, with students planning a favorite school lunch and breakfast.
3. Provide students with copies of the school lunch and breakfast menus, reviewing these before the cafeteria visit. Determine how the menus correspond with the *Food Guide Pyramid*.
4. Plan time for students to discuss the cafeteria visit and to explain what they learned from this experience. Ask them what parts of the visit were surprising.
5. Following the cafeteria visit, have students write thank you letters to the cafeteria staff.



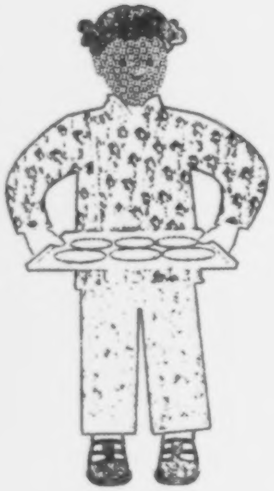
Materials Needed

1. **Handwashing facilities for use before students visit the cafeteria.**
2. **Copies of lunch and breakfast menus.**
3. **Copies of the *Food Guide Pyramid.***
4. **Paper and pens for writing thank you letters.**

Note: Copies of the *Food Guide Pyramid* may be obtained from the USDA web site at ***http://www.usda.gov*** using the site's search mechanism.

Activity 3-D Food Availability in Other Countries

Foods consumed in several countries will be researched, the diets in these countries will be studied, and the Food Guide Pyramid will be used to assess nutritional adequacy.



Outcomes

Students will—

- ▲ Become familiar with foods used in other countries.
- ▲ Understand how the availability of food in countries shapes the daily diets of its people.
- ▲ Understand that new and different foods may be combined to provide a nutritionally adequate diet.
- ▲ Understand that the limited food supply in many countries provides less than a nutritionally adequate diet.

Steps

1. Have students work in teams of three persons each.
2. Have each team select one country from the *World Hunger Map* that it would like to study.
3. Each team will research the foods typically used by people in that country. Suggested resources: the Internet, *Activity Guide*, and publications from international relief organizations.
4. Have each team post sticky notes listing commonly used foods from that country in the appropriate section of the *Food Guide Pyramid*.
5. Ask the following discussion questions—
   a. How do the foods available in this country compare with the sections in the *Food Guide Pyramid?*
   b. What foods are missing?
   c. If foods are missing, what additional foods are needed?
   d. How will the lack of these foods affect the health of people in that country?

e. What could be done to provide these additional foods for people in this country?
f. Which of the countries studied have a good supply of nutritious foods?
g. Which countries have an inadequate supply of nutritious foods?

Materials Needed

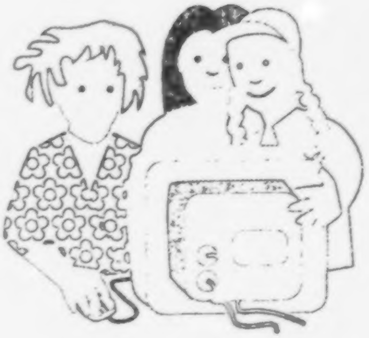
1. ***World Hunger Map.***
2. ***Food Guide Pyramid.***
3. **Access to the Internet.**
4. **Resource materials from the *Activity Guide* and other sources.**
5. **Paper and pencils.**
6. **Sticky notes.**

Note: Copies of the *Food Guide Pyramid* may be obtained from the USDA web site at ***http://www.usda.gov*** using the site's search mechanism.

ActiVity 3-E Nutrition Related Health Problems

Using the Internet and other resources, students will identify nutrition-related health problems in selected countries and identify the foods that are needed to alleviate these problems.

Outcomes

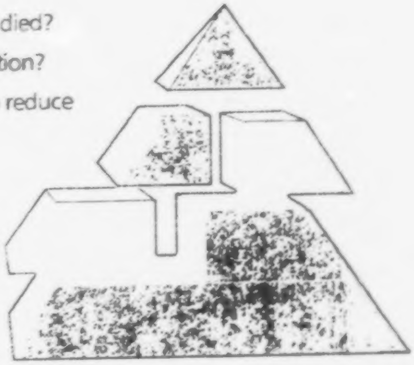


Students will—

- ▲ Understand the relationship between inadequate nutrition and health problems in developing countries.
- ▲ Acquire perspectives on causes, effects, and possible remedies for nutrition-related health problems.

Steps—
Part A

1. Select one or two countries to study from the *World Hunger Map*.
2. Using the Internet, the *Resource Section* of the *Activity Guide*, and other resources, research and identify the health problems prevalent in these countries.
3. Identify the health problems that may result from hunger or malnutrition from the background information in *Section 3* of the *Activity Guide*.
4. Ask the following discussion questions—
   a. What are the most prevalent health problems in the countries studied?
   b. Which of these problems may be related to hunger and malnutrition?
   c. What foods could be added to the diet of these countries to help reduce these health problems?



Part B

1. Invite a registered dietitian, physician, nurse, or other health professional to attend a *Going Global* meeting and provide information on nutrition-related health problems in the U.S. and in developing nations.
2. Clearly state the date, time, and place of meeting. Ask if special equipment is needed.
3. Information to be provided by guest speaker—
    a. Causes of nutrition-related health problems.
    b. Physical symptoms and effects on long-term health.
    c. How to resolve these health problems.
4. Write thank you letters to the guest speaker.

Materials Needed

1. ***World Hunger Map.***
2. **Access to the Internet and other information resources.**
3. **Equipment for the guest speaker, such as audio-visual equipment, microphone, easel and tablet.**
4. **Paper and pens for thank you letters.**

Activity 3-F Food Security and Sustainable Food Supply

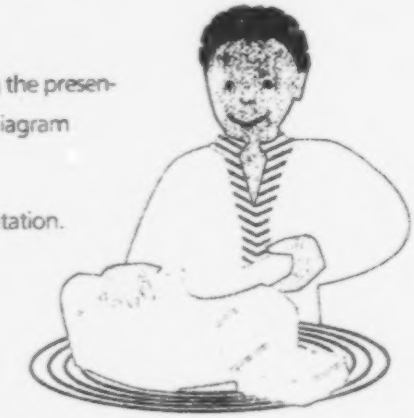
Invite a local expert who can explore critical factors involved in establishing and maintaining food security and ensuring a sustainable food supply.

Outcome

Students will understand food security and its importance to nutritional adequacy.

Steps

1. Contact your area's Agriculture Extension Service Bureau and request a speaker who can share information on food security and sustainable food supply.
2. Request that the representative cover the following topics in particular:
   a. An explanation of what "food security" and "sustainable food supply" mean in terms that students can understand.
   b. The critical factors associated with establishing and maintaining a food security system.
   c. Why some countries are not able to have a food security system and sustainable food supply, and what the impact is on the citizens of these countries, particularly children.
3. Ask the representative to provide resource materials.
4. Encourage the representative to create situations for interaction during the presentation. For example, have students form small groups and outline or diagram the critical factors of a secure food supply.
5. Determine a mutually agreeable date, time, and location for the presentation.



6. Following the presentation:
    a. Reinforce the main points of the presentation. Have the students list the critical factors of a secure food supply on poster board, and display the board in the meeting room.
    b. Explore what happens to children when their country does not have a food security system or a sustainable food supply. Focus on what happens to these children with respect to receiving or not receiving foods of adequate nutritional value. (Relate back to the information learned from the *Food Guide Pyramid* and essential nutrients activities.)

Materials Needed

1. **Microphone, podium, chalkboard, or other equipment needed by the speaker.**
2. **A world map.**
3. **The *Food Guide Pyramid* poster.**
4. **Poster board and felt pens.**

Note: Copies of the *Food Guide Pyramid* may be obtained from the USDA web site at ***http://www.usda.gov*** using the site's search mechanism.

SECTION 4 Understanding the Causes of Global Hunger

Food System Failures and Hunger

4 Understanding the Causes of Global Hunger

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Notes

Section ④ – Understanding the Causes of Global Hunger

Food System Failures and Hunger

Food System Failures and Hunger

Hunger is usually caused by a combination of situations that result in a catastrophic lack of food in a country or region. To understand why a food shortage occurs, it is necessary to first understand the food system that produces and distributes food to people.

> ***"Education and democracy may be the most powerful combatants in the war on hunger and poverty."***
>
> **— George McGovern, US Ambassador to the UN Agencies on Food and Nutrition, *The Third Freedom: Ending Hunger in Our Time*, 2000**

Is There Enough Food for Everyone?

Here are some commonly asked questions about the adequacy of our world food supply:

1. **Is there enough food to feed everyone on the planet?**
   - ▲ Abundance, not scarcity, best describes the world's food supply. Enough wheat, rice, and other grains are produced to provide every human being with 3,500 calories a day. This does not even count many other commonly eaten foods, such as vegetables, beans, nuts, root crops, meats, and fish.
   - ▲ Enough food is available to provide at least 4.3 pounds of food per person per day, worldwide, which comes to two and a half pounds of grain, beans, and nuts, about a pound of fruits and vegetables, and nearly another pound of meat, milk, and eggs.
   - ▲ According to the World Food Programme, there is enough food in the world to feed every man, woman, and child. For the first time in history, the world produces more food than it consumes. This is thanks to modern

farming techniques and pest controls developed after World War II. Even as global population increases, agricultural production continues to surpass need.

- The Food and Agriculture Organization (FAO) of the United Nations says that we can continue to meet the world's food needs well into the future, even as the population grows and even assuming that people eat more food. Inadequate access to food, according to FAO, is the main reason for global hunger (from *Global Perspectives Studies Unit Report*, FAO Publication, July 2000).

2. **If there is enough food to feed everyone, why are there hungry people?**

Although there may be enough food in the world to feed all people, many people do not have access to this food. There are several reasons why this occurs.

- People do not have enough money to buy food.
- Trucks and food delivery equipment are not available.
- Food spoils before it can be harvested and used.
- Countries lack adequate refrigeration and food processing equipment to preserve food.

3. **Are there hungry people in the United States?**

- Hunger occurs to some extent in almost every country in the world. Although food in the United States is plentiful and safe, nearly 10 percent of U.S. households are going hungry or do not have consistent access to adequate food.
- "Hunger persists in every state," says former Agriculture Secretary Dan Glickman (from *U.S. Action Plan for Food Security: Solutions to Hunger*, USDA, March 1999). "Ten Percent of Households Are Hungry," says Philip Brasher of the Associated Press, October 1999.

Note: For additional information about hunger in the United States, contact organizations listed in the *Resource Section*.

4. **Do some countries have more people than they can feed?**

Although rapid population growth remains a serious problem in many countries, it is not the only cause of hunger.

- The people of Costa Rica, for example, with only half as much farmland as Honduras, are much healthier and have longer life expectancies.
- Hunger is reduced and even eliminated when countries are able to produce adequate quantities and varieties of foods and efficiently harvest, store, and deliver them to people.
- People must know how to wisely select and use foods to maintain an adequate diet. Education is one of the keys to reducing global hunger.

5. **Since farmers grow food, do their families go hungry?**
   - Growing food does not necessarily mean that farmers have enough food or the right kinds of food to eat. This is because many farmers do not have enough land to support their families. In fact, one billion rural people have no farmland at all and survive on low wages for farm work.
   - In many countries, only a few people own all the arable land. Instead of producing food on this land, they raise cash crops such as coffee, sugar, tea, or flowers, which they sell to developed countries (from Clive Robinson, *Hungry Farmers: World Food Needs and Europe's Response*. London: Christian Aid, 1989).

To understand why a food shortage occurs, it is necessary to first understand the food system that produces and distributes food to people.

The Food System

We now know that there is enough food to feed the world's population. Failure in any part of the food system can be a fundamental cause of hunger. Let's review the steps in the food system and some of the basic requirements for an adequate system.

1. Natural resources to grow food

This means that streams and waterways are clean and safe for fish; farmlands and the soil are adequate for producing grains, fruits and vegetables; and meat, eggs, and poultry are adequately produced in a healthy agricultural environment. Soil conservation, crop rotation, and insect control are some of the agricultural issues to be dealt with here.

2. *Food harvesting*

Mature crops are harvested and stored to conserve quality and nutritional content. In many countries, insects and rodents destroy food before it reaches people.

3. *Food processing*

Many foods require processing after they are harvested. For example, milk is pasteurized and placed in cartons, just as fruits are often canned or frozen. Meats are often processed into sausages and ready-to-use cuts, or they may be frozen or dried for future use. In some countries there are few, if any, processing plants, and foods are lost because they cannot be distributed and eaten.

4. *Food distribution*

Foods, whether raw or processed, need to be distributed to people in a safe and timely way This requires adequate trucks or other means of transport such as camels, horse-drawn wagons, or laborers to carry the food. Distribution also requires usable roads and adequate storage once the food is delivered. Many countries have few roads, and even more have no refrigeration or clean, secure storage areas at the delivery site.

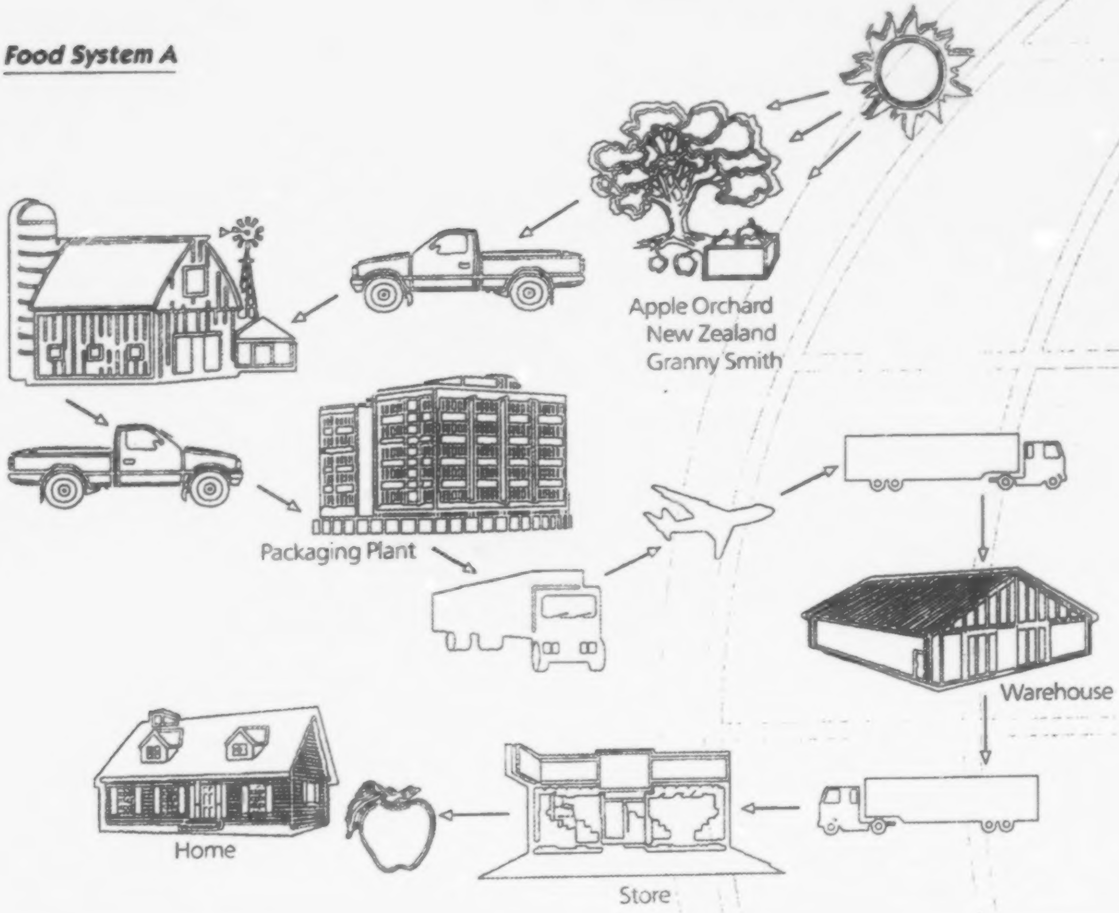
5. *Food consumption*

Food consumption involves preparing the foods as well as eating it. In less developed countries, cooking can be done in a very primitive way, often over an open fire with one pot being used for all foods. People frequently need guidance on sanitation, safe food handling, and menu planning so they may receive the fullest benefit of the foods.

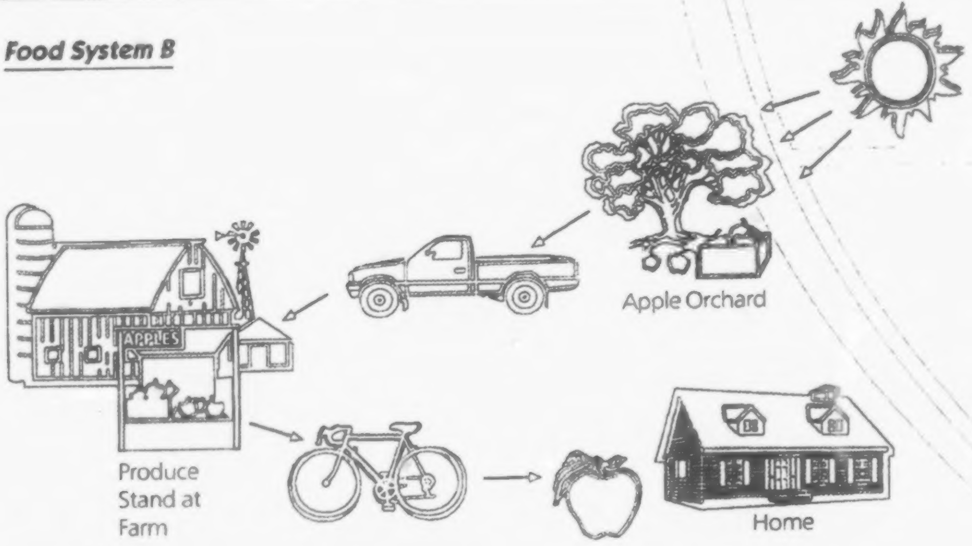
6. *Recycling*

The materials that remain after foods are prepared and consumed, such as peelings, seeds, or spoiled foods, may be recycled back into the food system. This can be done through compost and animal feed, for example.

Food System A



Food System B



Types of Food Systems

Some food systems are relatively simple. The food is grown, harvested, and quickly delivered to homes where it is used. Other systems are much more complex. Foods may be harvested in one country, processed and stored there, and then shipped to another country where they are distributed. The diagrams of Food System A and Food System B outline the steps in these two systems.

What are the common attributes in each system?

What are the differences?

Which of these systems might be used in developing countries?

Which system is used where you live?

Food System Failures

When hunger exists, one or more of the above steps in the food system has failed. Many different situations or a combination of situations cause system failure. They include poverty, drought, civil strife, and inadequate government planning to provide a sustainable food supply.

Although not mentioned above, education is an overarching need in developing countries. The need for education occurs at each step in the food system. For example, farmers need to know about crop rotation, soil conservation, and insect control. Processors need to know how to safely and efficiently process foods. Delivery systems need to be planned and managed by persons knowledgeable about transportation and food handling. Consumers who receive the food need information about nutrition, meal planning, and sanitation.

Locating Hungry People

"The vast majority of undernourished people live in Asia and the Pacific. This region, which is home to 70 percent of the total population of the developing world, accounts for almost two-thirds (526 million) of undernourished people.

- ▲ India alone has 204 million undernourished people, and the South Asian subregion accounts for more than one-third (284 million) of the world's total.
- ▲ Another 30 percent (240 million) live in Southeast and East Asia; more than 164 million of China's 1.2 billion people are undernourished.

- Almost one-quarter of the undernourished are in Sub-Saharan Africa, which is also the region with the highest proportion of its population undernourished.
- The situation is especially severe in Central, East, and Southern Africa, where 44 percent of the total population is undernourished."

(from *Feeding Minds, Fighting Hunger*, FAO Publication, 2000. ***http://www.feedingminds.org***)

The World Hunger Map provides additional information on areas most affected by hunger.

Organizations Involved in Food and Hunger Issues

It takes a community to feed a child – and this community often broadens to include international relief organizations. Many organizations are actively working to relieve global hunger. Much of the information we have about hunger is provided by organizations that send people into various regions to study local situations, collect data, and work with governments and local communities toward remedies.

The following are examples of organizations that are actively working to alleviate global hunger.

- World Food Programme of the United Nations.
- Food and Agriculture Organization of the United Nations.
- United Nations Children's Fund (UNICEF).
- Peace Corps, U.S. Government.
- U.S. Agency for International Development.
- Bread for the World.
- Church World Service.
- World Vision.
- Catholic Relief Services.
- American Red Cross.

Information on these and other organizations, including their addresses, can be found in the *Resource Section*. You may want to contact these organizations for more information about the ways that they are addressing domestic and global hunger.

Food Assistance in the United States

The United States Department of Agriculture (USDA), Food and Nutrition Services administers extensive nutrition assistance programs to meet the special needs of children and adults. The following federal programs help provide these targeted groups with food security that includes nutritionally adequate diets and nutrition education.

- The National School Lunch Program (NSLP) provides nutritious lunches to children at school and the opportunity to develop good eating habits through nutrition education.
- The School Breakfast Program (SBP) provides nutritious breakfasts to promote learning readiness and healthy eating habits.
- The Summer Food Service Program (SFSP) provides healthy meals and snacks to low-income children during long school vacations.
- The Child and Adult Care Food Program (CACFP) provides nutritious meals and snacks to infants and young children and impaired adults receiving day care.
- The Special Supplemental Nutrition Program for Women, Infants, and Children Program (WIC) improves the health of women, infants, and children by providing supplemental foods, nutrition, and breastfeeding education and access to health facilities.
- The Food Stamp Program is the first line of defense against hunger. Food stamps enable low-income families to buy nutritious foods with coupons and electronic benefits transfer cards.

Information on these and other federal nutrition programs can be found at the USDA web site ***http://www.fns.usda.gov/fns***.

Many local communities and charitable organizations operate food banks and soup kitchens where food is available year-round. Gleaners is a national organization that assists people in obtaining fresh fruits and vegetables after the major crop has been harvested. The American Red Cross and other relief organizations are available to assist people in times of disaster or other situations.

These relief organizations are also listed in the *Resource Section* of this *Activity Guide*.

WORLD HUNGER

HUNGER FACTS

- There is enough food in the world to feed everyone.
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

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WFP
World Food Programme
Feeding The World's Hungry
www.wfp.org

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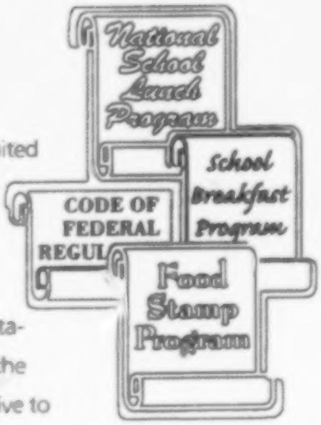
Activity 4-A How School Nutrition Programs Reduce Hunger

By learning about school nutrition programs, students will explore how these programs help children and families reduce hunger in the United States.



Outcome

Students will understand how school nutrition programs alleviate hunger in the United States.

Steps

1. If you are an employee of the school foodservice department, prepare a presentation about the school nutrition programs. If you are not an employee, contact the school district's child nutrition or foodservice director and request a representative to provide a presentation. You can also invite a school administrator or teacher to participate.

   The school foodservice representative should focus on the historical and technical aspects of the programs, whereas the school administrator or teacher should emphasize how the programs help students learn.

2. The school foodservice speaker should include the following:
   a. The names of key federal programs, such as the National School Lunch Program, School Breakfast Program, and Summer Food Service Program.
   b. A brief history of how these programs started and why.
   c. The meal patterns and nutritional requirements for each of these programs.
   d. A list of participants in these programs.

   e. A discussion about the nutritional needs of children and how these are addressed by the programs.
   f. An explanation of how the federal programs help reduce hunger in the United States and how they are used as model programs for other countries throughout the world.

3. The school administrator or teacher should cover the following points:
   a. How these programs help students grow and develop.
   b. How the programs aid the student's learning process.
   c. How these programs help students in other ways. (Make sure no individual student's name or any other means of identification is used.)
   d. What it means to the overall school to have these programs on campus.

4. Tour the school cafeteria or central kitchen to observe how various foods are ordered and stored and how meals are prepared. Discuss how these meals meet the nutritional needs of students and how they help reduce hunger in the United States.

Materials Needed

1. **Podium, microphone, easel and markers, and white board or chalkboard, or other equipment needed by the speaker.**
2. **Information about the federal school nutrition programs. Code of Federal Regulations (*7 CFR Parts 210, 215, and 220*) can provide historical facts about the programs.**
3. **Poster board, felt pens, and magazines that can be used to cut out pictures of young people eating.**
4. **Handwashing facilities for use before students visit the cafeteria.**

5. If appropriate, have these students assist in serving a breakfast or lunch.

6. For follow-up:
   a. Have students go to the U.S. Department of Agriculture (USDA) web page on the Internet (see *Resource Section* for the web site address) to find the number of students participating in school nutrition programs. Search for other related facts about how these programs help reduce hunger for U.S. children.
   b. Make promotional posters about the programs to display in the school cafeteria or school office.
   c. Make a picture collage showing students eating nutritious foods.
   d. Learn about other programs that the USDA administers, such as the Food Stamp Program, and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Information about these programs can be found on the USDA's web page at *http://www.fns.usda.gov/wic*.

ActiVity 4-B Research Hunger and Malnutrition Issues

Have students research a country of special interest to explore the level of hunger and malnutrition that exists and its causes.

Outcomes

Students will—

- ▲ Understand the causes of global hunger.
- ▲ Realize that complex problems cause global hunger.
- ▲ Identify regions of the world where hunger is prevalent.
- ▲ Identify organizations and their activities that assist countries in feeding hungry and malnourished people.

Steps

1. Study the world map produced by the World Food Programme (WFP) and the American School Food Service Association (ASFSA). This map locates the undernourished populations of the various regions of the world. Determine the number of undernourished people in various countries with the color key located in the upper right hand corner of the map and the data listed on the back side.
2. On the back of this world map, there are points of discussion covering some of the causes of hunger, several methods for reducing hunger, how WFP tackles hunger needs, and how students can help. Discuss these points with the students, and list their main thoughts or questions on a chalkboard or easel.
3. After completing the above discussion, have the students focus on their feelings about the people in these countries, related in particular to how they think the people must live and what their health status might be. List the students' thoughts on a chalkboard or easel.

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4. Have the students form groups of two or three, depending on the size of the total group. Each group will select a country of special interest—a different country for each group.

5. Instruct the groups to research hunger and malnutrition for their selected country through the school or community library or on the internet to learn:
   a. The population of the country.
   b. The number of undernourished people in the country.
   c. The causes of hunger and malnutrition.
   d. The methods the country is using to help reduce hunger.

6. Upon completion of their research, have each group complete a bar graph displaying important demographic numbers for their country and prepare a presentation reporting their findings. Encourage the groups to use visual aids to convey the story of their country's hunger and malnutrition situation. Depending on the time available, these presentations could be given to the total group, the classroom groups, a parent group, or a community organization.

Materials Needed

1. **The WFP and ASFSA *World Hunger Map* (included with this material).**
2. **Chalkboard or easel with paper and felt pens.**
3. **Resource materials about countries with high rates of hunger and malnutrition. UNICEF or the United Nations web page (See *Resource Section*) will have this type of information.**
4. **Supplies the students will need for their reports.**

Activity 4-C Reporting a Personal Hunger Story

Invite a speaker who has lived in another country and has experienced hunger and malnutrition. Students will learn about global hunger and food security from the speaker's personal experience.

Outcomes

Students will—

- Understand the causes of hunger.
- Understand that complex problems cause global hunger and are not easily resolved.
- Understand the various types of food systems that feed people.

Steps

1. Find an individual within your community who has lived in a country with significant hunger and malnutrition problems. Check with community ethnic groups or civic and service organizations to see if one of their members would be willing to address your students.
2. Ask that person to share a personal view of the conditions of that country regarding food availability and eating habits. Request that the speaker cover the following topics:
    a. General background of the country, including population, weather conditions, economic status, major industries, and housing conditions.
    b. The types and amounts of food available in the country, explaining which foods are locally grown and which are imported.
    c. The eating habits and customs of the country.
    d. The social, cultural, political, and economic reasons why people in that country are hungry or malnourished.
    e. What kinds of programs the country has to feed its hungry and malnourished citizens.
    f. The international organizations that assist the country in feeding its citizens.

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3. Encourage the guest speaker to relate as much personal information as possible about family eating habits and availability of food.
4. Confer with the guest speaker to arrange a meeting date, determine the length of the presentation, and to select a location.
5. Before the speaker arrives, explain to students what the speaker will share and what types of questions are appropriate to ask. Locate the speaker's country on the map.
6. Following the presentation, have the students write thank you notes to the guest speaker highlighting what impressed them most.

Suggested Other Activity

Find out what life is like for hungry people living near you. Understand the problems that poor people face. Talk to local charities and aid groups who help them. Give a presentation to your class, club, religious or service organization, or family.

Materials Needed

1. **Map of the world with a flag marking the guest speaker's country.**
2. **Microphone, podium, chalk board, overhead projector, slide projector, or other items needed by the speaker.**
3. **Paper and pens for the thank you notes.**

Activity 4-D Compare your Meals with Meals in Another Country

Students will compare commonly eaten foods in a selected country to foods eaten in the United States.

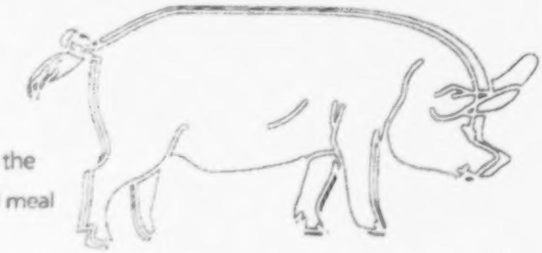
Outcomes

Students will—

- Understand the differences between the typical diets of people in other countries and those of people in the United States.
- Become familiar with foods eaten in other countries.

Steps

1. Have students select a country of interest. It may be the country described by the guest speaker (*Activity 4-C*) or it may be one of the countries selected for research about hunger and malnutrition (*Activity 4-B*).
2. Study foods that the people of that country eat on a daily basis. What are the main food staples? What foods make up the menu for each meal of the day? What are the portion sizes of the foods served? How many meals are eaten each day and at what times?
3. Prepare an actual meal that the citizens of the country would eat. If possible, use the school cafeteria kitchen for the food preparation.
4. If foods of that country are not available, students can create the meal using food pictures or models.
5. List foods that your students eat at each meal for one day. Then have your students answer the questions in Step 2.
6. Have the students prepare one of their meals and compare the differences and similarities between their meal and a typical meal of the country.



7. Match each meal's food items to the correct location on the *Food Guide Pyramid*. Determine if the foods provide the essential nutrients needed by individuals.
8. Explore various ethnic cookbooks to learn about meals from other countries (See *Publications for Students* in the *Resource Section*).

Suggested Other Activity

Organize a class cooking session using the items in WFP's "food basket" such as maize, beans, oil, and salt. You and your students can divide into groups and devise recipes or a menu using these ingredients. The whole group can then taste the prepared dishes. Award a prize for the best dish.

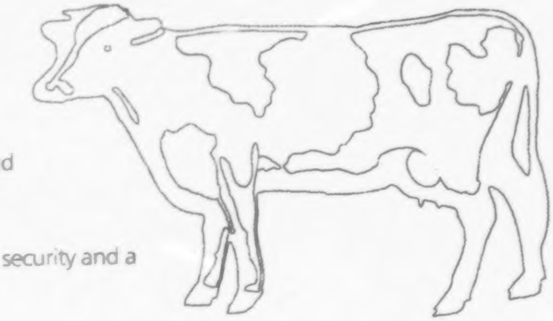
Materials Needed

1. **Map of the world to see where the country is located.**
2. **Cookbooks for foods from several countries.**
3. **Food items and the equipment needed for meal preparation.**
4. ***Food Guide Pyramid.***
5. **Handwashing facilities for use before students visit the cafeteria.**

Note: Copies of the *Food Guide Pyramid* may be obtained from the USDA web site at ***http://www.usda.gov*** using the site's search mechanism.

Activity 4-E Visit a Farm and Learn About Food Systems

By visiting a farm and observing how foods are grown and harvested, students will explore how agriculture contributes to food security and a sustainable food supply.



Outcomes

Students will—

- Understand some of the basic steps in food production and harvesting and how this relates to food systems.
- Understand ways in which agriculture contributes to food security and a sustainable food supply.

Steps

1. Contact a local farm, dairy, or other food-producing site and arrange for students to visit.
2. Arrange transportation and obtain parent approval for students to visit the site.
3. Prepare students ahead of time by discussing where they are going, the purpose of the visit, and what they are to observe.
4. Should the group visit a farm, for example, ask your host to explain:
    a. How foods are planted, grown, and harvested.
    b. The importance of conservation and crop rotation.
    c. How foods are harvested and transported as they become part of the food system.
    d. Some of the problems farmers experience in growing and harvesting food.
5. Have students write thank you letters to the person who spoke with them.

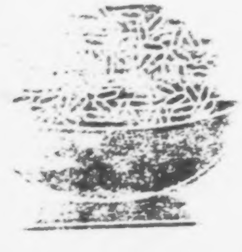
Materials Needed

1. **Transportation and chaperones (if needed) for the visit.**
2. **Parental approval forms.**
3. **Paper and pens for thank you letters.**

SecTioN 5 – Getting Involved in Global Hunger issues

Become a Part of the Solution

VISIT OUR WEBSITE – www.kidsgoingglobal.org



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Notes

SecTioN 5 - Getting Involved in Global Hunger Issues

Become a Part of the Solution

Organizations Involved with Food and Hunger Issues

Organizations worldwide assist developing countries in feeding their people. This aid comes in many forms: delivering food, building roads, helping provide safe drinking water, giving technical assistance to farmers, building food refrigeration and storage plants—and much more. Because of this need, several organizations provide educational materials and training to families and people involved in the food system.

The World Food Programme is the United Nations' front line agency in fighting global hunger. WFP works in every one of the world's major humanitarian disasters, from Angola and Sierra Leone to Afghanistan, Kosovo, and Ethiopia. It also conducts development projects, using food as payment to people to improve their communities. In 2000, it provided food aid to 83 million people in 83 countries.

Many other UN agencies, among them UNICEF, the UN High Commissioner for Refugees (UNHCR), UN Development Programme (UNDP), and UN Food and Agriculture Organization (FAO), are key contributors to developing nations. The United States, through the Agency for International Development (USAID), Peace Corps, and other agencies, provide food, education, and technical assistance. CARE, Church World Service, Save the Children, the Red Cross, and Catholic Relief Services are examples of non-governmental organizations (NGOs) that assist the hungry poor.

Throughout the United States, there are also success stories about feeding hungry people. Many volunteer organizations operate soup kitchens where meals are available without charge to anyone needing food.

Information on these and other organizations is found in the *Resource Section*, where students can find addresses and web sites to further learn about the work of these organizations.

World Food Day is celebrated every year on October 16 to commemorate the founding of the Food and Agriculture Organization (FAO) of the United Nations in 1945. World Food Day aims to heighten public awareness of the plight of the world's hungry and malnourished and to encourage people worldwide to take action against hunger. More than 150 countries observe this event every year. In the United States, 450 national and private voluntary organizations sponsor World Food Day, and local groups such as Food Banks are active in almost every community. First observed in 1981, World Food Day highlights a particular theme each year as the focus of its activities.

A related initiative is the TeleFood Campaign, which involves television and radio broadcasts, concerts, celebrity appeals, sporting, and other events that pass on the message that it is time to do something about the problems of world hunger. The objective of TeleFood is to raise awareness and mobilize resources for micro projects in developing countries that help poor farmers grow more food or generate income to buy enough food to feed their families. Materials for recent World Food Day and TeleFood themes are available on the FAO website at ***http://www.fao.org***.

Many organizations have success stories to report about their work with hunger issues. For example, did you know that WFP is one of the world leaders in promoting girls' education through its "take-home rations" program? The agency gives a month's supply of food rations to the parents of girls who are enrolled in school and maintain a high attendance rate. The result is that girls' enrollment shoots up nearly 300 percent in some cases. In addition, UNICEF saves and improves the lives of children in more than 100 countries by helping people in villages receive health care, education, clean water, and emergency food.

Throughout the United States, there are also success stories about feeding hungry people. Many volunteer organizations operate soup kitchens where meals are available without charge to anyone needing food. Volunteer organizations also operate food banks where supplies of nutritious foods are available free of charge. The American School Food Service Association is supporting a pilot project at schools that trains low income food stamp recipients for school foodservice jobs.

Case Study Discussion

Information on world hunger on a broad scale can be overwhelming. Individual case studies help personalize hunger concerns, explaining the issues clearly and specifically to students. Case studies also pinpoint some of the complex and interrelated problems that influence food security and hunger in individual countries. Although achieving food security is a common goal, each country faces unique barriers to an adequate food supply. Case studies will help students relate to actual situations that influence food security in several countries. Case studies from the following regions were provided by the World Food Programme and the Food and Agriculture Organization, both of the United Nations.

- Asia: Cambodia and the Democratic Peoples Republic of Korea (World Food Programme)
- Latin America and the Caribbean: Honduras and Cuba (Food and Agriculture Organization)
- Near East and North Africa: Morocco (Food and Agriculture Organization) and Afghanistan (World Food Programme)
- Africa: Ghana and Burundi (Food and Agriculture Organization), Mozambique (World Food Programme)

Share the case studies and discuss them with students. These studies provide information that will be used in several of the activities included in this section. Here are several suggestions for case study discussions:

1. Select a country that has a success story.
   - What has this country done to improve food security for its citizens?
   - What could be done to further improve the food system?
2. Select a country that has a failing food security system.
   - Why does this country have an inadequate food security system?
   - What contributes to the problem?
   - What could be done to correct the problem?
3. If you could design a secure food system for a country, what kind of structure would it have?
4. Consider food security in the United States.

– Do we have an adequate food security system for all of our citizens?

– Could our food system be made more secure for all people?

– What changes need to be made?

Country Case Studies

Food and Agriculture Organization sources: *Case Studies from Lessons for Middle School Students, Feeding Minds, Fighting Hunger,* **(http://www.feedingminds.org)** Food and Agriculture Organization Publication, 2000. The United Nations, 2175 K Street NW, Washington, D.C. 20743.

World Food Programme sources: *Country Strategy Outlines and Country Briefs, 2000,* World Food Programme, United Nations.

Asia

Cambodia—Recovery and Rebuilding

Source: World Food Programme, United Nations

Situated in the midst of the world's fastest growing economic region, Cambodia lags far behind its neighbors in terms of quality of life and economic development. Still struggling to overcome the trauma of the Pol Pot regime of the 1970s, when basic economic infrastructure, social services, and even family and community ties were severely disrupted, Cambodia's reconstruction still has a long way to go. The political circumstances that followed in the 1980s, prompting a prolonged international economic embargo, have only delayed the country's outlook for recovery.

Massive reconstruction efforts are taking place today with the assistance of international donors. The country is quickly transforming itself, having adopted an aggressive market economy system.

But Cambodia is still listed as one the world's least developed countries. By all measures of well being, the majority of the population is poor. The current annual per capita income is about 200 dollars, and it is estimated that 38 percent of the population lives below the poverty line. In an economy that is rural and rice-based, the highest incidence of poverty exists in the rural areas, where 85 percent of the population resides.

A particular feature of the Cambodian poverty situation is that it is closely linked to the country's recent history of conflicts. A vast number of families have been dislocated by force or for survival, have endured the loss of parents and other family members, and suffered physical disability. Today, these people have to rebuild their lives in an atmosphere where family and community ties have been disrupted and traditional mutual support systems have often been severed.

Agriculture in Cambodia is largely rain fed, characterized by limited inputs and low yields, constantly subject to the vagaries of weather and the incidence of floods and droughts. Irrigation facilities remain in a state of disrepair. The transport infrastructure and marketing system are also underdeveloped. The nation's food reserves have been almost totally supplied by international donors, with food aid given through WFP.

Cambodia is one of the world's most mine-infested countries. It is estimated that one-third of the arable land has been mined, seriously hindering the expansion of agriculture. In the recent past, periodic military conflicts and incursions of Khmer Rouge guerrillas have caused the displacement of entire farming communities and have disrupted production and destroyed crops.

DPR Korea—A Bitter Harvest

Source: World Food Programme, United Nations

Over the past several decades, the Democratic People's Republic of Korea rapidly recovered from the Korean War and evolved into an industrialized nation with a policy of self-sufficiency which led the country to adopt "high-intensity" agriculture, similar to that of its Soviet allies.

Since 1995, floods, droughts, and tidal waves have exacerbated the existing agricultural and industrial problems in the country. In addition, limited productivity and the collapse of support from the former Soviet Union have all resulted in chronic food shortages, widespread hunger, and malnutrition.

Consequently, WFP's operation in North Korea has grown from feeding 500,000 farmers in 1995 into becoming the agency's biggest operation. WFP is currently providing emergency food aid to one-third of the country's 23 million people.

Although the massive influx of food aid into the country has improved the nutritional status of some North Koreans and has saved millions of lives, the humanitarian situation remains serious. A combination of sporadic food shortages, increasing health problems, and a crisis in the national health services has resulted in a substantial increase in mortality. A nutrition survey revealed 62 percent of the population suffers from chronic malnutrition or stunting, the highest rate in East Asia.

WFP has observed an improvement in the condition of children under age 6 who have been given priority in food distributions but the agency remains concerned about older children who appear increasingly malnourished. These problems will continue to exist until issues such as contaminated water, lack of medicine, and fuel for transportation are addressed.

North Korea's agricultural sector is constrained by the country's topography: approximately 80 percent of the land is mountainous and 18 percent is arable; the winters are harsh and the growing season is short. Soils are poor and the risk of erosion in the uplands is high. Food grains, rice and maize, are the principal staples. Traditionally, cereal crop yields have been high but obtained by an exceptionally intensive application of chemical fertilizers.

Scarcity of seeds, tools, fertilizers, and other inputs, soil exhaustion, and the spreading of pests and diseases have reduced yields to about one-half of the former average. The large-scale destruction of forests for household wood supplies is another major concern. Agricultural production is now insufficient to meet even the minimal needs of the population, and a crucial food aid "safety net" is still required to help preserve the health status of vulnerable groups.

Latin America and the Caribbean

Source: Food and Agriculture Organization, United Nations

Both the levels and the trends of undernourishment vary considerably in Latin America and the Caribbean. In most South American countries, levels are already low or rapidly declining. In Central America, on the other hand, levels are increasing in several countries. Honduras registered the strongest gains in the region by bringing its prevalence of undernourishment down from 31 percent to 21 percent. In the Caribbean, Cuba's setback, with the share of undernourished rising from 3 to 19 percent, was in many ways typical of several of its island neighbors, which have experienced similar increases in undernourishment since 1980.

Honduras—Economic Growth Helps Reduce Hunger

Source: Food and Agriculture Organization, United Nations

Steady economic growth, coupled with an effective aid program for its poorest citizens, has helped Honduras reduce by almost one-third the proportion of its population suffering from undernourishment. Increases in food production, imports, and use of stocks all contributed to putting more food on Honduran tables. Maize production nearly doubled between 1980 and 1996. Much of the increase was consumed not by people but as feed for the booming cattle industry. Maize consumption by people actually declined slightly. Vegetable oils and sugar accounted for most of the increase in food intake, with consumption of meat and beans increasing somewhat.

Since Honduras adopted a far-reaching structural adjustment program in 1988, the country's economy has been growing at the annual rate of 2.7 percent. The increased prosperity has helped bring safe water to 87 percent of the population and raise the literacy rate to 70 percent. Direct aid to the poor provided through the Honduran Social Investment fund has reached many of the most deprived. A ration program supplies coupons to help school children, mothers, and elderly people buy food and other necessities.

Despite its recent gains, Honduras faces difficult challenges. Economic growth has not eliminated widespread disparity in wealth and income. Poverty and food insecurity remain relatively widespread. About half of the Honduran population is rural. In the countryside, nearly 40 percent live in extreme poverty, with many working as agricultural laborers on large estates. Commercial agriculture offers good possibilities for growth, but the challenge of achieving a more equitable distribution of the benefits remains.

Cuba—Loss of Trading Partners Erodes Food Security

Source: Food and Agriculture Organization, United Nations

Cuba has seen its economy shrink and levels of undernourishment rise since losing its most important trading partner with the break-up of the former USSR. With much of its agriculture geared to producing commodities for export (primarily sugar and tobacco), Cuba had succeeded in reducing its undernourishment to a very low level while relying on trade for more than half of its food.

With the end of Cuba's special trading relationship with the USSR, daily food intake dropped to more than 500 calories per person, mainly because of a steep decline in food imports. Yields for major food crops also dropped because of a lack of imported fertilizer, but Cuba managed to produce nearly comparable quantities by growing food on more land.

The economic decline has increased the number of people relying on subsidies while reducing productivity and food intake for many workers and their families. Continued restrictions on trade with the United States add to the country's economic difficulties.

Despite recent problems, Cuba remains relatively prosperous and well fed compared to other countries in the Caribbean and Central America, More than half of the country's roads are paved, and 95 percent of the population has access to safe water.

Since 1993, the Cuban government has given priority to increasing food production and restructuring industry. Signs have begun to emerge that the economic model is taking hold and labor markets are recovering but the transition process is far from complete.

Near East and North Africa

Morocco—Thriving Economy Boosts Food Security

Source: Food and Agriculture Organization, United Nations

With substantial mineral wealth and an established position as a center for trade and commerce, Morocco has enjoyed steady economic growth that has reduced undernourishment. Between 1980 and 1996, daily food intake has increased from 2,723 to 3,186 calories, reaching levels comparable to levels in some industrialized countries. The gains came almost equally from increases in food production and in trade. Production of cereals and potatoes more than doubled, spurred by substantial increases in both crop yields and the area under cultivation. Much of the increased production was used for feed, while imports grew to meet the rising demand for food.

With the economy growing at almost 4 percent per year, Morocco has become increasingly urban. Improvements in transportation, sanitation, and education have been particularly marked in the cities. However, almost half of the population remains in rural areas where poverty and vulnerability persist, particularly among traditional small-scale farmers and herders. Barely half the population has access to safe water, and 56 percent remain illiterate. Environmental problems also loom. Water for agriculture and grazing land is scarce, and 61 percent of the land is severely degraded. To eradicate remaining pockets of hunger, action will need to be taken to introduce more sustainable agricultural practices and to generate jobs and income in urban areas.

Afghanistan—War and Drought Take Their Toll

Source: World Food Programme, United Nations

Over two decades of war have destroyed much of Afghanistan's infrastructure and forced the population into a desperate existence. Since the late 1970s, the country has seen six radical changes in leadership but not once during the last 20 years has there been countrywide peace and a cessation of fighting. Essential services such as hospitals and schools are in a shambles. Unemployment is widespread, and purchasing power is extremely limited. According to UN estimates, only 12 percent of the population have access to safe drinking water, and 2 percent have access to health care.

To make matters worse, the country is now suffering from the worst drought in 30 years. In a nation where 85 percent of the population depends on agriculture for survival, two consecutive years of drought, exacerbated by the continuing civil war, have taken a severe toll on food security. Hundreds of thousands of people risk starvation while thousands of others have already fled their home villages in search of food. WFP estimates that in 2001, the country will need to import 2.3 million tons of food in order to avoid widespread hunger, and in some cases, starvation, among its population.

In many areas of the country, the economy is in a state of collapse: there is widespread under-employment, compounded by very low wages for those who work. Under normal conditions the livelihoods of most Afghans, in both urban and rural areas, is close to the subsistence level. Therefore, even the slightest food insecurity can create a chronic problem for a majority of the population of approximately 22 million people.

In normal years, a traditional system of redistribution ensures that all members of the Afghan society, even the most poverty-stricken, are assured of enough food to survive. As Afghanistan moves into its second year of drought, however, the resources available for redistribution are no longer sufficient. Increasingly the most vulnerable households, especially female and children-headed households (children being the primary income earners) are forced to beg openly on the street.

Livestock play an important role in the livelihoods of many Afghan households. The liquidation of this asset as part of the coping strategies of many households is evident in the exceptionally low price of livestock in many regions of the country. In some areas, livestock is sold for only 10 percent of its value a year ago. This also reflects the forced sale of animals by families that cannot feed them—both because pasture land is non-productive and the purchase of fodder is beyond the means of most households.

With their crops ruined by drought, tens of thousands of families have migrated to urban centers and many families have already sent male members to urban centers and to Pakistan and Iran to earn what they can in the casual labor markets. It is expected that under the deteriorating conditions, many more people will be forced to move in order to survive.

Africa

Ghana—Economic Growth Fuels Rapid Gains

Source: Food and Agriculture Organization, United Nations

Buoyed by a strong economy and dramatic increases in yields of staple food crops, Ghana reduced under nutrition more rapidly than any other country in the world between 1980 and 1996. Average food intake soared from 1,790 calories per day to more than 2,600 calories. The gains came entirely from increased food production, with imports remaining virtually unchanged. The introduction of improved varieties of cassava helped boost yields of this main staple by almost 40 percent. Yields of yams, maize, and rice also improved dramatically, and the vigorous economy encouraged farmers to increase the area under crops by more than 25 percent.

Overall, the economy grew at an annual rate of 2.3 percent. The increased prosperity brought marked improvements in sanitation, health, and education. The proportion of the population with access to safe water increased from 35 to 65 percent. Illiteracy was reduced substantially from 57 to 36 percent.

Ghana's rapid growth was sparked by reforms to invigorate the economy after a long period of decline. A special Program to Mitigate Social Costs of Adjustment and other social programs helped protect vulnerable groups from possible negative effects of the reforms.

Despite Ghana's remarkable progress, almost one-third of the population remains poor, and 10 percent live in pockets of extreme poverty in rural areas.

These high levels of poverty mean that food insecurity and vulnerability exist. Continued economic growth and increased opportunities for off-farm employment will be crucial to maintain the rate of progress.

Burundi—Population Growth and Conflict

Source: Food and Agriculture Organization, United Nations

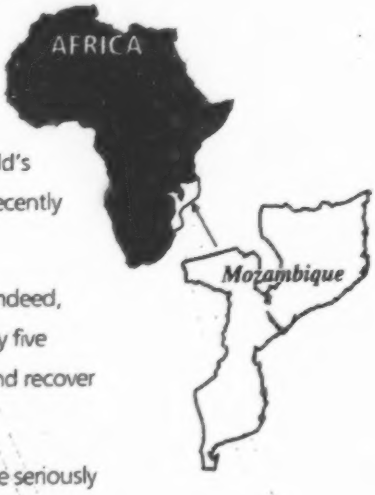
Undernourishment has increased sharply and food production has fallen as Burundi struggles to cope with rapid population growth, severe land degradation, and simmering civil conflict. Average daily food intake tumbled between 1980 and 1996 from 2,020 calories to 1,669 calories, far below minimum requirements. Production of cassava, sweet potatoes, and beans, the mainstays of the Burundian diet, has declined.

With an annual growth rate of 2.7 percent, Burundi's population has been expanding far faster than its economy, resulting in a negative per person growth rate. Burundi's weak economy and geographic isolation have left the country overwhelmingly rural—more than 90 percent of the people live in the countryside—and almost completely dependent upon domestic food production.

The rapid population growth has strained the country's limited land resources to the breaking point. More than 80 percent of Burundi's fragile, mountainous land is severely degraded. Both the area being cultivated and crop yields have been falling.

Burundi's production problems have been compounded by poorly developed transport and marketing facilities. In addition, civil conflict has disrupted production and further restricted trade opportunities.

Burundi's geographic location constitutes a major barrier to trade and has obstructed growth of non-agricultural sectors. But the spiral of population growth, environmental degradation, and failing agricultural productivity dictates that solutions to Burundi's food security problems must be found outside the sphere of agriculture.



Mozambique—An Economic Star Struggling to Shine

Source: World Food Programme, United Nations

Twenty years of civil war finally ended in 1992 in Mozambique, one of the world's poorest countries. But recurring natural disasters have severely hampered the recently much-admired economic progress of this country.

Cyclones, floods, and drought are recurring phenomena in Mozambique. Indeed, large southern parts of the country are drought affected up to four out of every five years. All households are vulnerable to shocks, but the capacity to cope with and recover from them, particularly among the very poor, is generally limited.

In recent years, Mozambique has experienced a number of shocks that have seriously affected the progress made during the late 1990s. Besides creating crop and livestock losses and other immediate effects, these calamities have a long-term impact when assets such as livestock and housing are lost or the production base, such as land and water use, is damaged.

Mozambique's human development indicators are among the worst in the world. The infant mortality rate was estimated at 129 per 1,000 live births in 1998, down from 163 deaths per 1,000 live births in 1970. The under-5 mortality rate was also high, at

206 per 1,000 in 1998. For both sexes, life expectancy at birth for the period 1995–2000 was estimated at 45 years.

Although the country's per capita income rose from $145 in 1995 to $240 in 1999, it is still only half the average of $480 for sub-Saharan Africa. It has a mainly rural population (80 percent) and a predominantly agricultural economy.

A substantial part of the urban population is also actively involved in agriculture; just over half of all urban households have at least one plot of land, called a *machamba*. Despite its important role in Mozambique's economy, agriculture is in general characterized by low technology, low input use, and thus low productivity. Its principal objective is subsistence, with little focus on the market. Since the couny has a mainly rain-fed agriculture, it is entirely subject to the vagaries of the weather.

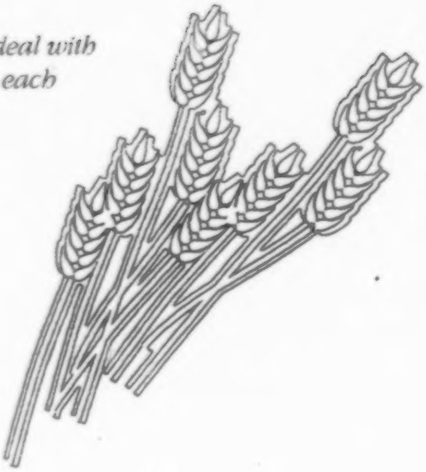
Sixty-four percent of all Mozambicans live in food-insecure and thus hungry households. It is estimated that, on average, families do not have enough food to feed all members for nearly four months of the year. The problem of food insecurity is particularly severe for children, with 25 percent of those under age 5 suffering from chronic malnutrition. Forty-one percent of all Mozambican children are stunted.

HIV/AIDS has also directly contributed to the severity of malnutrition. Mozambique has the seventh highest HIV infection rate in the world, with infection levels highest in 20-29 year-olds. Current estimates of HIV infection rates are almost 25 percent in the central region for adults ages 20-45 and around 15 percent for the other regions.

The presence of land mines and the absence of infrastructure inhibit the development of much-needed markets, rural trade, and access to basic services. The return of displaced and refugee farmers and their families has aggravated the burden on already limited infrastructures and resources. Moreover, as AIDS decimates the labor supply, household food production may fall significantly. The loss of even a few workers at crucial planting and harvesting times can greatly reduce the size of a harvest, potentially exacerbating malnutrition.

Activity 5-A Examine Hunger Issues in Other Countries

Students will examine case studies to see how other countries deal with hunger issues, discovering the factors that have contributed to each country's success or failure in alleviating hunger.



Outcomes

Students will—

- ▲ Become familiar with specific hunger issues in individual countries.
- ▲ Develop a sense of caring and commitment to hunger issues.

Steps

1. As background, refer to *Activity 3-F, Food Security and Sustainable Food Supply*, to review the information learned.
2. Photocopy copies of the case studies contained in *Section 5* to provide background information for your group. Have the students read them.
3. Divide students into four small groups with each group selecting one of the case study regions.
4. Have each small group answer the following questions about their country and report its findings to the total group:
    a. Did your country succeed or fail in alleviating hunger?
    b. If your country succeeded, what has this country done to improve food security for its citizens? What could be done to further improve the food system?
    c. If the country failed, why does this country have an inadequate food security system? What contributes to the problem? What could be done to correct the problem?
    d. How does the country cope? What aid organizations work in the country? What kinds of help do they provide?

5. Discuss the structure of a secure food system and design a display showing the parts of the system. Discuss whether the case study countries have a similar structure in their food system.

6. Discuss the United States' food security system to determine if it contains the necessary elements. Answer these questions:
   a. Does the United States have an adequate food security system for all of its citizens?
   b. Could our food system be made more secure for all people?
   c. What changes would need to be made?

7. Compare the United States' food security system to the systems in the case study countries. Discuss the similarities and differences.

8. Stress why a country's secure food system is so critical in feeding its citizens.

Suggested Other Activities

1. Explore all jobs connected with establishing and maintaining a country's food security system.

2. Discuss the students' interest in preparing for one of these jobs as adults.

Materials Needed

1. **Copies of the country case studies.**

2. **Materials to create a food security system display.**

3. **World map to flag the case study countries.**

ActiVity 5-B Visit a Local Food Bank

Visit a local food bank and assist with food distribution so students will begin to understand the hunger needs in the local community.

Outcomes

Students will—

- ▲ Be exposed to the hardships related to undernourishment and will develop a sense of caring and commitment about hunger issues.
- ▲ Seek ways to alleviate hunger in local communities or other countries of particular interest.

Steps

1. Find a local food bank in your area that is willing to have your students tour the facility and possibly package food for distribution. To find food banks, refer to your telephone directory, or check with charitable organizations, religious organizations, or your community library.

   Contact the food bank to determine if it is possible to visit the facility to help package and distribute the food for recipients. Make sure they can accommodate the numbers in your student group. Arrange a date and time.

2. Prepare your students for the visit to the food bank by doing the following:
   a. Discuss what food banks are and how they help people in the community.
   b. List the questions students want to ask to learn about the food bank, such as how does it receive food, who helps package and distribute the food, who is eligible to receive the food, and how can students volunteer to help in the future.
   c. Discuss the importance of appropriate student behavior while touring the food bank facility and interacting with the food bank recipients.
   d. After getting permission from the school administrator, conduct a food drive within the school to collect suitable food items to donate to the food bank.

3. Follow your school district's policy and procedures for taking student field trips. Require students to bring parental permission slips.
4. Arrange for parents, school foodservice personnel, or teacher chaperones to accompany the students to the food bank.
5. Arrange for transportation to the food bank that is consistent with your school district's policy.
6. Tour the food bank, ask the students' prepared questions, and if allowed, have the students do volunteer work by packaging and distributing the food.
7. Following the visit, have the students discuss their observations of the food bank operations and how they felt about working there. In the discussion, emphasize how food banks contribute to reducing hunger in the community.
8. Write thank you notes to the food bank representative sharing the students' observations and feelings.

Suggested Other Activities

1. Arrange for ongoing student volunteer help at the food bank if students are interested and the food bank allows student assistance.
2. At the school, conduct periodic food drives and donate the collected food to the food bank.
3. Visit a community soup kitchen where actual meals are prepared and served to eligible recipients. Follow the same steps listed above in carrying out this experience. If the students are to assist in preparing or serving food, discuss health and safety concerns about handling food.

Materials Needed

1. **Parental permission slips for each student.**
2. **Suitable transportation.**
3. **If needed, student clipboards with paper to record observations and answers to the questions.**
4. **Thank you notes and stamps.**

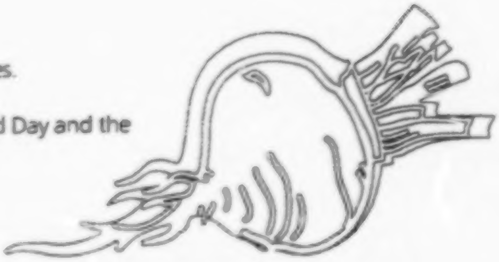
Activity 5-C Participate in World Food Day

By commemorating the UN's World Food Day, students will renew their commitment to reducing global hunger. National School Lunch Week, which occurs at approximately the same time, can be celebrated as well.

Outcome

Students will—

- ▲ Develop a sense of caring and commitment about hunger issues.
- ▲ Develop a better appreciation and understanding of World Food Day and the National School Lunch Program.



Steps

Note: National School Lunch Week (NSLW) also occurs in October. A celebration could be planned highlighting both NSLW and World Food Day. The themes for both events may be incorporated and special activities held to observe them. As you carry out this World Food Day activity, incorporate NSLW into the steps as appropriate.

1. Learn about World Food Day by reading the information in *Section 5*. Refer to the FAO web page for more information regarding World Food Day (See the *Resource Section*).
2. In September, start preparing to celebrate World Food Day on October 16 with the students by discussing what it is and researching the FAO web page for information about the current year's theme and events. If you plan to incorporate NSLW into this activity, determine its theme and decide how best to weave the two celebrations together. All of the following steps can easily be expanded to include NSLW information.
3. Develop slogans and other messages to inform the school population about World Food Day (and NSLW). Prepare posters using these slogans and messages. Decorate the school office and cafeteria with these posters.
4. Write articles about World Food Day (and NSLW) highlighting its purpose. Include an overview of global hunger issues and what students and families can do to celebrate this event. These stories should incorporate all of the activities your student

group has accomplished in this project. Publish these features in the school's newsletter to families or the school's parent organization bulletin.

5. Ask several teachers if the students can visit their classrooms to make presentations on World Food Day (and NSLW) and to share information on global hunger issues. Use the features that your group has already written (Step 4) as the basis for these presentations. Assign your students to address the various classrooms.
6. Contact your local civic and service organizations to see if students may attend a meeting to make a feature presentation about World Food Day (and NSLW) and global hunger issues.
7. Have the students do a dress rehearsal before your group to practice the presentations they will be giving to either classrooms or local organizations.
8. Have the school nutrition department prepare a special meal to celebrate World Food Day.
9. If funds are available, purchase pins or ribbons recognizing World Food Day for students and classmates to wear the week that includes World Food Day. NSLW items can be purchased through the ASFSA's Emporium.
10. Contact your local television stations, radio stations, and newspapers to see if they will send a representative to your school to cover your World Food Day (and NSLW) events.
11. Have a party with your own student group to honor World Food Day (and NSLW). Perhaps take the party to a childcare center or some other organization to celebrate and discuss global hunger issues.

Materials Needed

1. **Access to the Internet to download World Food Day information from FAO's web page. (See the *Resource Section*).**
2. **ASFSA material pertaining to National School Lunch Week**
3. **Poster board and other art materials to create the display posters.**
4. **Transportation to the community groups and parental permission slips.**

Activity 5-D Correspond with Global Pen Pals

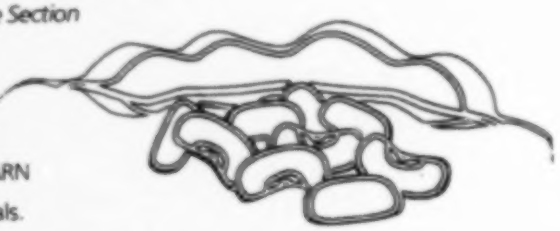
By corresponding with pen pals from other countries, students will gain a better perspective on how global hunger affects citizens in these countries.

Outcome

Students will develop a sense of caring and commitment about hunger issues in other countries from firsthand accounts.

Steps

1. Discuss with your students the opportunity to correspond with pen pals in other countries where there are high rates of hunger and malnutrition.
   a. Emphasize the value of learning firsthand from students who live in these countries about hunger and malnutrition issues.
   b. Ask your students what they want to learn from their pen pals and what they would like to explain about U.S. hunger and malnutrition problems. Examples of things to share include recipes typical to that country, menus of family meals, common foods and where these come from, the types of stores where food is purchased, the country's food system, and the country's programs for alleviating hunger.
   c. Help students reach the conclusion that corresponding with pen pals is a worthwhile activity and one that may establish lasting friendships.
2. Assist the students in locating a pen pal in the country of their choice. Students can contact several of the organizations listed in the *Resource Section* that specialize in correspondence, exchanges, sponsorships, or partnerships as a source for potential pen pals. If you and your students have access to computers and wish to correspond via e-mail, you may also contact I*EARN (*info@us.iearn.org or www.iearn.org*) to locate pen pals.



3. Once pen pals are located, have the students find their pen pals' countries and flag them on a world map.

4. Before starting to write their pen pals, have the students write a practice letter, introducing themselves and what they would like to share about food systems, common food practices, and hunger. Have the group critique the practice letters.
5. Following the practice writing session, have the students begin their correspondence.
6. When letters are received from the pen pals, share the correspondence with the total group.
7. Discuss ways to share pen pal information with other students. Consider making a scrapbook to share with other classmates, parent organizations, or community groups. Display the scrapbook in the *Going Global* resource center.

Suggested Other Activities

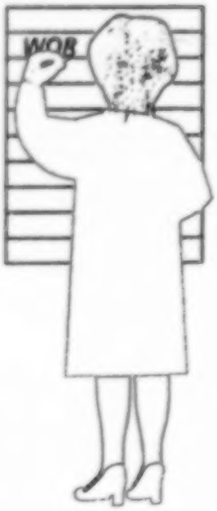
1. Have students research other aspects of their pen pals' countries such as the sociological, geographic, and political conditions. Learn about their pen pals' lives such as what they wear, what their homes are like, what type of schools they attend, and what they do for fun and recreation.
2. Prepare a meal that is common to one pen pal's country. Create a dining environment similar to a home or restaurant in that country.

Materials Needed

1. **Access to the Internet to find names of pen pals and correspond via e-mail. (See the *Resource Section*.)**
2. **Paper, writing implements, and stamps.**
3. **World map and map pins.**
4. **Scrapbook or some type of folder in which to save the pen pal letters.**

Activity 5-E How Organizations Reduce World Hunger

By researching the contributions of national and international organizations involved in food and hunger efforts, discover how these organizations assist in feeding people and reducing hunger.



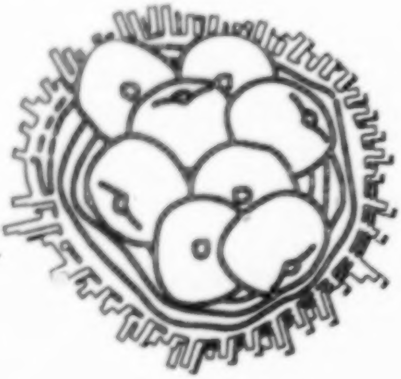
Outcomes

Students will—

- Develop a sense of caring and commitment about hunger issues.
- Seek ways to alleviate hunger in local communities and/or other countries of particular interest.

Steps

1. To learn more about how the WFP helps alleviate world hunger, check the ASFSA *Going Global* web site (**http://www.kidsgoingglobal.org**).
2. Identify other national and international organizations involved in helping to reduce hunger and malnutrition worldwide. Refer to the *Resource Section* for the names of many of these organizations. List the ones your group is interested in on the chalkboard or easel paper.
3. Consider what you want to know about these organizations and list the questions you want to ask, such as:
    - a. What is their purpose or mission?
    - b. Where is the headquarters located?
    - c. What services do they provide and to whom?
    - d. Are the services provided on an ongoing basis or only in times of emergencies, such as when floods or earthquakes occur?
    - e. Where do they provide their food assistance?
    - f. What is their source of funding?
    - g. How can individuals, particularly the students, contribute to their efforts?



4. Have the students divide into groups of two or three, as appropriate. Have each group select an organization it wants to study. Using the library and the Internet, research the answers to the questions listed.

5. Contact the organizations by letter or e-mail and request available resource materials to share with the group.

6. Have the groups decide how they want to convey the information about their organizations. Possibilities include a poster display, an oral presentation, a written report, or a mock radio or television interview.

7. Once the groups decide how to present their findings, have them prepare and present their information to the total group. You may want them to share their information with other groups as well.

8. Have the students place flags on the world map identifying where the organization's headquarters are located and where they provide their services.

Suggested Other Activity

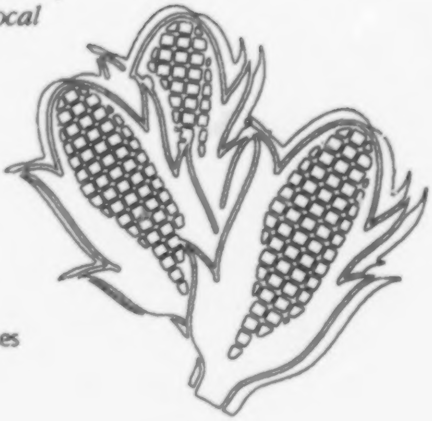
Determine the appropriateness of adopting one of these organizations for your student group to offer some form of assistance. If appropriate, make a plan and carry it out.

Materials Needed

1. **Chalkboard or easel with easel paper and felt markers.**
2. **Access to the Internet and library.**
3. **Poster board, writing implements, and other art materials for poster displays.**
4. **World map.**

Activity 5-F How Your Community Provides Hunger Relief

By inviting a community leader involved in local actions to reduce hunger, students will learn how the community is dealing with local hunger and malnutrition issues.



Outcomes

Students will—

- Have an opportunity to develop a sense of caring and commitment about hunger issues.
- Seek ways to alleviate hunger in local communities and/or other countries of particular interest.

Steps

1. Explore with your students the actions your community is taking to help reduce hunger. Have a general discussion about the prevalence of hunger in the community and what is being done. Consider inviting a city or county leader to come and share information about community anti-hunger actions.
2. List the questions the group wants to ask the community leader, such as:
   a. How many people in your city or county are experiencing hunger?
   b. What is the city or county's policy on providing food to the hungry?
   c. What programs or activities have been established to assist in this effort?
   d. What resources are allocated to these programs, and what are the sources of funding?
   e. How successful have the programs been in reducing the number of people who are hungry?
   f. What else should be done in the community to continue reducing hunger?

3. Contact your city or county government and invite a leader, such as a city mayor, councilperson, county supervisor, or county executive officer, to address your student group about what is being done to alleviate hunger in the community. Share the students' questions with the leader so these can be addressed. Agree upon a meeting date and time.
4. As an alternative, have the students write a letter to invite a city or county leader to share what is being done at the community level to alleviate hunger. Suggest a meeting date, time, and location. Include the students' questions in the letter. If the person agrees to come, set up the meeting.
5. Carry out the meeting with the city or county leader.
6. Following the meeting, discuss the main points made during the presentation and have the students write thank you letters to the leader. Discuss what further actions the students should take to either learn more about their community's actions to reduce hunger or to become involved in community efforts as volunteers.

Materials Needed

1. **Government directory to locate the appropriate city or county leaders to contact, or access to your community library or the library's web site.**
2. **Chalkboard or easel with paper to record questions and main points of discussion.**
3. **Materials for the speaker, such as microphone or podium.**
4. **Stationery, writing implements, and stamps.**

Suggested Other Activities

1. Have students go to observe one of the local programs the leader discussed in the presentation. If appropriate, have the students volunteer to help in the program.
2. Find out when a hunger issue will be on the agenda for action before the city council or the county board of supervisors. Have the students attend this meeting to observe how the policy makers handle this issue and what decisions are made. If appropriate, have the students address a point of view or recommendation on the issue during public input time on the agenda.
3. Research what your local and national political representatives say and do about hunger and poverty—both locally and nationally. Make your feelings known to them by e-mailing them about your concerns, suggesting things that they could do to help.

Activity 5-G Career Opportunities Related to Hunger Issues

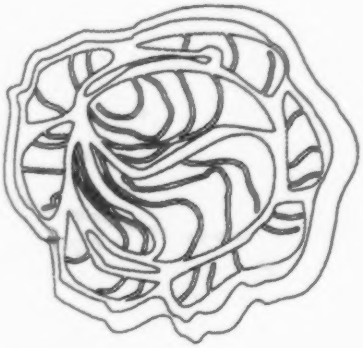
By investigating careers that involve hunger and malnutrition issues, students will discover potential career opportunities in these professions.

Outcome

Students will learn about career opportunities in professions that relate to world hunger issues.

Steps

1. Name kinds of work that may provide an opportunity to work with hunger and malnutrition issues. Some of these professions are:
   a. School nutrition and other nutrition and dietetic fields.
   b. Agriculture and other food-related positions.
   c. Health-related positions.
   d. Social services or welfare positions.
   e. Attorney specializing in hunger policies.
   f. Community or charitable organization management.
   g. International relief organizations.
2. Once the list of professions is created, invite several professionals to discuss their work. If any of the students' parents are in one of these fields, invite that parent to participate. Set a meeting date, time, and location.
3. Request the presenters to comment on the following:
   a. The work they do.
   b. Aspects of their profession that involve working with hunger issues.
   c. Why they entered this particular profession.
   d. The preparation that was needed to enter their profession.
   e. The education they needed to have.
   f. The personal satisfaction they achieve from working in this field.
4. Allow the students to ask questions at the conclusion of the presentations.



5. With the students, discuss what impressed them about the professions and whether one of the professions was of particular interest to them. Discuss how the professions address hunger and malnutrition issues.
6. Have students write thank you letters to each of the guest speakers.

Suggested Other Activities

1. Have the students select a profession that is of interest to them. Match each student with a professional in the field of choice. Have the students "job shadow" the professional for a day.
2. Use the Career Review Sheet, *Schedule 5-1*, to record the student's observations. On a later day, have the students analyze their job shadowing experiences with one another.

Materials Needed

1. **Speaker's table with microphone and podium.**
2. **Stationery, writing implements, and stamps.**
3. **Pictures related to the professions to display in the meeting room.**

SCHEDULE 5-1: Career Review Sheet

Investigate a career in one of the following areas:

☐ International Relief Organization

☐ School Food Service

☐ Physician

☐ Dietitian

☐ Attorney

☐ Nurse

☐ Agriculture

☐ Other____________________

Your investigation should include a minimum of one interview with a person in the chosen profession. Include the following information in your report.

1. Job title____________________________ Category________________________
   ____
2. Job qualifications
   a. Required education____
   b Required skills____
   c. Required experience____
   d. Other requirements, such as physical training, special training, or a license_______________
3. Description of work involved (duties and responsibilities)___________________________
   ____
4. How does this career relate to world hunger?__________________________________
   ____
5. What interests you most about this career?___________________________________
   ____

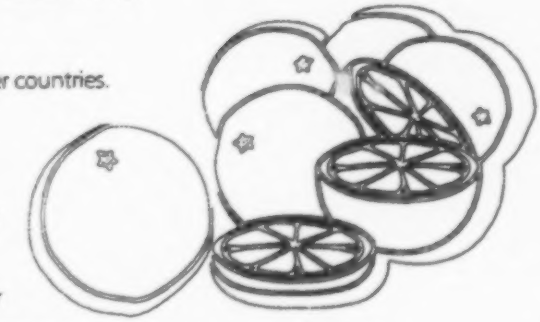
Activity 5-H Your Action Plan for Hunger Issues

By developing a personal action plan, students will make a commitment to helping reduce hunger in either the local community or in a selected country.

Outcomes

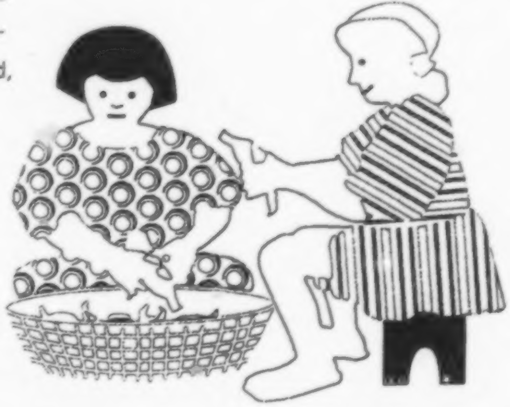
Students will—

- ▲ Develop a sense of caring and commitment about hunger issues through personal commitment.
- ▲ Seek ways to alleviate hunger in local communities or other countries.



Steps

1. Explore the ways individual students can become involved in helping to reduce hunger such as:
   - a. Start or join a group that helps the hungry at home or abroad. Perhaps you can volunteer in a particular hunger or feeding program that your group studied or visited.
   - b. Track any proposed legislation or policy actions at the local, state, national, or international level on the Internet.
   - c. Write letters of support (or opposition) on proposed legislation or policy actions being considered by the policy makers.
   - d. Work with the American Red Cross or other relief agencies when local natural disasters, such as floods, fires, or earthquakes, occur to assist in collecting food, distributing food, or working in the shelter kitchens.
   - e. Send contributions to hunger organizations.
   - f. If you have access to the Internet, create a web site, a bulletin board, or a discussion group to exchange interesting information about the hungry poor and poverty and hunger. Share this information in the *Going Global* Resource Center.



    g. In coordination with a community organization or local church, mosque, or temple, set up a school-wide food drive in which you and your students collect canned foods (be careful about expiration dates) to donate to a local charity.

2. Review all of the previous activities in this section to see if any of the programs discussed are of interest to the students.
3. Discuss how it may be possible for them to become personally involved now, including the option of involving the student's family.
4. If it is decided that the students may become involved, have them develop an individual personal action plan. An example of a basic action plan, *Schedule 5-2,* is included.
5. If appropriate, share the Action Plans with the whole group. Be sensitive to student or family information and the inability of some students and families to commit to an Action Plan. The plan should be entirely optional.
6. If it is decided that Action Plans cannot be entered into at this time, discuss what the students would like to do as adults to contribute to alleviating hunger and malnutrition. An Action Plan for the future could be developed stating what students would do when they become adults.

Materials Needed

My Action Plan to Help Relieve World Hunger, *Schedule 5-2,* either the sample format or one of your own.

SCHEDULE 5-2: My Action Plan to Help Relieve World Hunger

Here are some of the ways I would like to contribute to reducing world hunger.

What I would like to do: ____

____

____

____

____

When I will begin to do this: ____

____

____

The length of time (days, weeks, months) that I am committing to these activities: ____________________

____

____

____

____

____

____

STUDENT'S SIGNATURE ________________________________

DATE ________________________________

Resource Section

World Food Programme of the United Nations (WFP)

Rome Office
Public Affairs Service,
World Food Programme
of the United Nations (WFP)
Via Cesare Giulio Viola 68,
Parco dei Medici,
Rome, Italy 00148

Telephone: (39 06) 6513-1
FAX: (39 06) 6590-632/637
E-mail: wfpinfo@wfp.org

Washington Liaison Office
World Food Programme
of the United Nations (WFP)
2175 K Street, N.W., Suite 300
Washington, DC 20437

Telephone: (202) 653-0010

http://www.wfp.org

The World Food Programme's goal is to eradicate hunger worldwide. WFP is the frontline United Nations agency charged with the responsibility of combating hunger.

In this capacity, the WFP is recognized as a major source of information on world hunger and malnutrition issues. In checking the WFP web site, you will find helpful data and information to assist you in carrying out many of the activities. Listed below are several publications that you may want to check out.

The ASFSA *Going Global* web site, ***www.kidsgoingglobal.org***, contains the following information on the World Food Programme:

- ▲ WFP Mission Statement.
- ▲ WFP in Action – Fighting to Eradicate World Hunger.
- ▲ Facts and Figures 1999.

- Aid on Target – Who Are the Hungry?
- Gender Agenda – Working with Women to End Hunger and Poverty.
- WFP and Logistics – Getting Food to the Hungry.
- Vulnerability Analysis and Mapping (VAM) – Putting Hunger on the Map.
- WFP and Reform – On the Cutting Edge of Reform.
- WFP Fieldcomms – Life-saving Communications Technology.
- Biography of WFP Executive Director, Catherine Bertini.

In addition, the WFP has the following publications available which can be ordered via Internet at ***http://www.wfp.org***:

- *Food for Thought* – WFP School Feeding Handbook.
- *Women and the World Food Programme.*
- *Girls on the Front Line* – Take-Home Rations for Girls' Education.
- *Winning the War on Hunger.*
  General brochure on WFP activities, July 2000.
- The World Food Programme: *Protecting Our Planet.*
  Brochure describing WFP activities from an environmental point of view.
- *Ending the Inheritance of Hunger.*

Food and Agriculture Organization of the United Nations (FAO)

Rome Office
Food and Agriculture Organization
of the United Nations (FAO)
Vaile delle Terme di Carcalla
00100 Rome, Italy

Telephone: (+39 06) 570 54243
E-mail: *FAO-HQ@fao.org*
http://www.fao.org

Washington Liaison Office
Food and Agriculture Organization
of the United Nations (FAO)
2175 K Street, N.W.
Washington, DC 20437

Telephone: (202) 653-2404

The Food and Agriculture Organization has worked to alleviate poverty and hunger by promoting agricultural development, improved nutrition, and the pursuit of food security. This organization offers direct development assistance; collects, analyzes, and disseminates information; provides policy and planning advice to governments; and acts as an international forum for debate on food and agriculture.

American School Food Service Association (ASFSA)

700 South Washington, Suite 300
Alexandria, Virginia 22314-3436
Telephone: (703) 739-3900
(800) 877-8822
http://www.asfsa.org

ASFSA has been advancing the availability, quality, and acceptance of school nutrition programs as an integral part of education since 1946. The association strives to see that all children have access to healthful school meals and nutrition education. The primary activities of the association are providing education and training; setting standards through certification and credentialing; gathering and transmitting regulatory, legislative, industrial, nutritional, and other types of information related to school nutrition; and representing the nutritional interests of all children.

Other Organizations Involved in World Hunger Issues

American Red Cross

P.O. Box 37243, Washington D.C. 20013. (800) 797-8022, *http://www.redcross.org*

The American Red Cross is a non-governmental, humanitarian organization led by volunteers, guided by its Congressional Charter and the Fundamental Principles of the International Red Cross Movement, to provide relief to victims of disasters, both locally and globally. It helps people prevent, prepare for, and respond to emergencies, and is responsible for half of the nation's blood supply and blood products.

Bread for the World

1100 Wayne Avenue, Suite 1000, Silver Spring, MD 20910 (800 82-BREAD),
http://www.bread.org

Bread for the World seeks to reform our country's foreign aid programs to promote sustainable development and humanitarian assistance. African countries in crisis are a special focus. Bread for the World also gathers and disseminates research and data on world hunger.

CARE

115 Ellis Street NE, Atlanta, GA 30303-2439 (800) 521-CARE, ext. 999,
http://www.care.org

CARE is the world's largest relief and development organization not affiliated with a government or religion. The organization sends teachers and health and agriculture experts to impoverished areas to help people improve their lives.

Catholic Relief Services

209 West Fayette Street, Baltimore, MD 21201-3443 (410) 625-2220,
http://www.catholicrelief.org

Catholic Relief Services works in over 70 countries distributing food, clothing, and medicine in times of disaster, and helping local groups provide opportunities to the hungry.

Children's Aid International

P.O. Box 480155, Los Angeles, CA 90048 (213) 936-8917.

Children's Aid International helps connect sponsors with needy communities. The organization provides medical care, improved nutrition, education, emergency aid, and opportunities to children and their families through sponsorship.

Children's Defense Fund

25 E Street NW, Washington, D.C. 2001, (202) 628-8787,
http://www.childrensdefense.org

The Children's Defense Fund seeks to leave no child behind in our progress toward safe and healthy conditions for our children, paying particular attention to the needs of poor and minority children and to children with disabilities.

Christian Children's Fund Inc.

2821 Emerywood Parkway, Box 26484, Richmond, VA 23261-5066,
http://www.christianchildrensfund.org

Christian Children's Fund provides sponsorship to help children in the developing world. Sponsors and children correspond through letters.

Church World Service

475 Riverside Drive, New York, NY 10155 (212) 870-2061,
http://www.churchworldservice.org

Church World Service provides food, blankets, and tools in times of emergency. It also provides literacy, nutrition education, and job training to needy communities in developing countries.

Congressional Hunger Center

229½ Pennsylvania Avenue SE, Washington, D.C. (202) 547-7022.
http://www.hungercenter.org

The Congressional Hunger Center fights hunger by developing leaders at the local, national, and international levels. Its mission is to educate new and existing anti-hunger leaders so that the hunger problem receives a high level of attention and action, keeping members of congress involved with the problems of and solutions to hunger.

Educational Concerns for Hunger Organization (ECHO)

17391 Durrance Road, No. Ft. Myers, FL, 33917 (941) 543-3246,
http://www.echonet.org

ECHO is a non-profit, Christian organization dedicated to the fight against world hunger. Its primary mandate is to strengthen the ministries of missionaries and national churches as they work with small rural farmers and urban gardeners in the Third World. Assistance is also offered to development organizations and Peace Corps workers doing similar work. ECHO is a growing network for sharing information, ideas, seeds for plants, training, techniques, books, and solutions to problems.

Heifer Project International

P.O. Box 808, Little Rock, AR 72203 (800) 422-0474, *http://www.heifer.org*

Since 1944, Heifer Project International (HPI) has provided struggling families a way to become self-reliant. Through the gift of livestock or other natural resources and training, a family can obtain milk, eggs, wool, and other income-producing benefits to feed, clothe, and educate their children. HPI currently supports over 400 projects in 42 countries including the United States.

The Hunger Project

15 East 26th Street, New York, NY 10010 (212) 252-9100, *http://www.thp.org*

This international organization is creating a worldwide movement to end hunger by giving millions of people around the world the facts about hunger, and asking them to get involved. In addition to working with leaders of countries to figure out how they can end hunger, the Hunger Project encourages people to support the many groups and organizations that are working to end hunger. The group sponsors Youth Ending Hunger groups all around the world.

Just Food

307-7th Avenue, Suite 1201, New York, NY 10001 (212) 645-9880,
http://www.justfood.org

The mission of Just Food is to develop a sustainable food system in the New York City region by fostering understanding, communication, and partnerships among diverse groups concerned with farming, hunger, and sustainability issues.

Kids Can Make a Difference

P.O. Box 54, Kittery Point, ME 03905 (207) 439-9588, ***http://www.kids.maine.org***

This program, affiliated with Word Hunger Year, provides educational resources and speakers on issues related to hunger, including a newsletter on hunger issues for young people. Students can write articles for this publication as well as learn about what other schools are doing to eliminate hunger.

Peace Corps

1111 20th Street NW, Washington D.C. 20526 (800) 424-8580.
http://www.peacecorps.gov/

The Peace Corps, established by President John F. Kennedy in 1961, currently sends more than 7,300 volunteers into 78 countries to work to bring clean water to communities, teach children, help start new small businesses, and stop the spread of AIDS. Its goals are to help the people of interested countries in meeting their need for trained men and women, to help promote a better understanding of Americans on the part of the peoples served, and to help promote a better understanding of other peoples on the part of Americans.

Save the Children

54 Wilton Road, Westport, CT 06880 (800) 243-5075,
http://www.savethechildren.org

Save the Children helps children who are poor to have a better life through immunization programs to immunize kids, teach them how to read, and make sure they are eating and growing properly. This organization's programs are in many countries around the world including the United States. There are also a number of programs for children who want to help, including the school-to-school program, Clown Around for Kids and the World Map-a-Thon. The booklet *Ten Ways to Get to Five* explains the Child Survival Campaign.

United Nations (UN)

Public Inquiries Unit, Department of Public Information, United Nations, New York, NY 10017 (212) 963-4475, ***http://www.un.org***

The United Nations is central to global efforts to solve problems that challenge humanity. Cooperating in this effort are more than 30 affiliated organizations, known together as the UN system. The UN and its family of organizations work to promote respect for human rights, protect the environment, fight disease, foster development, and reduce poverty. UN agencies define the standards for safe and efficient transport by air and sea, help improve telecommunications and enhance consumer protection, work to ensure respect for intellectual property rights, and coordinate allocation of radio frequencies. The United Nations leads the international campaigns against drug trafficking and terrorism. Throughout the world, the UN and its agencies assist refugees and set up programmes to clear landmines, help improve the quality of drinking water and expand food production, make loans to developing countries, and help stabilize financial markets.

United Nations Development Programme (UNDP)

1 United Nations Plaza, New York, N. Y. 10017 (202) 906-5364.

http://www.undp.org/

The United Nations Development Programme is the UN's principal provider of development advice, advocacy, and grant support. With 132 country offices, the UNDP works with non-governmental organizations as partners in many parts of the developing as well as the developed world. Its commitment to a universal presence has proven especially useful in post-conflict situations and with states that had been otherwise isolated from the international community.

United Nations High Commissioner for Refugees (UNHCR)

C.P. 2500,1211 Geneva 2, Switzerland, +41-22-739-8111, ***http://www.unhcr.ch/***

The UNHCR is mandated by the United Nations to lead and co-ordinate international action for the worldwide protection of refugees and the resolution of refugee problems. Its primary purpose is to safeguard the rights and well-being of refugees by striving to ensure that everyone can exercise the right to seek asylum and find safe refuge in another country or to return home voluntarily.

United States Agency for International Development (USAID)

Ronald Reagan Building, Washington D.C. 20523-1000 (202) 712-4810,

http://www.usaid.gov/

The U.S. Agency for International Development is an independent federal government agency working in six major areas crucial to achieving both sustainable development and advancing U.S. foreign policy objectives: Economic growth and agriculture development; Population, health and nutrition; Environment; Democracy and governance; Education and training; and, Humanitarian assistance. USAID is the principal U.S. agency to extend assistance to countries recovering from disaster, trying to escape poverty, and engaging in democratic reforms.

United States Committee for UNICEF (United Nations Children's Fund)

333 East 38th Street, New York, NY 10016. (800) FOR-KIDS,
http://www.unicefusa.org

UNICEF saves and improves the lives of children in more than 100 countries by helping people who live in villages to get good health care, education, clean water, and emergency help when they need it. UNICEF is also very involved with the Child Survival Campaign. Kids often support UNICEF by collecting money while trick-or-treating on Halloween.

United States Department of Agriculture (USDA)

1400 Independence Ave. SW, Washington, D.C. 20250, ***http://www.usda.gov***

The U.S. Department of Agriculture is the federal agency responsible for the administration of the Farm and Foreign Agriculture Services; Food, Nutrition, and Consumer Services; Food Safety; Marketing and Regulatory Programs; Natural resources and Environment; Research, Education, and Economics; and, Rural Development. Its mission is to enhance the quality of life for the American people by: supporting production of agriculture by ensuring a safe, affordable, nutritious, and accessible food supply; caring for agriculture, forest, and range lands; supporting sound development for farm and rural residents; expanding global markets for agriculture and forest products and services; and, working to reduce hunger in America and throughout the world.

The Food, Nutrition, and Consumer Services is an agency within USDA. It is directly responsible for the administration of the federal school nutrition programs and works to harness the Nation's agricultural abundance to end hunger and improve nutrition and health in the United States.

The World Bank

1818 H Street NW, Washington D.C. 20433 (202) 477-1234,
http://www.worldbank.org

The mission of the World Bank is to fight poverty with passion and professionalism for lasting results and to help people help themselves and their environment by providing resources, sharing knowledge, building capacity, and forging partnerships in the public and private sectors.

World Vision

34834 Weyerhaeuser Way South, Federal Way, WA 98001 (888) 511-6598,
http://www.worldvision.org

World Vision is a Christian organization that provides emergency relief and works to give hungry people opportunities in over 90 countries, helping more than 800,000 children a year.

Web Site Directory

▲ American Dietetic Association (ADA)	*www.eatright.org*
▲ American School Food Service Association (ASFSA)	*www.asfsa.org*
▲ ASFSA Going Global	*www.kidsgoingglobal.org*
▲ Food and Agriculture Organization of the United Nations (FAO)	*www.fao.org*
▲ Food Research Action Center (FRAC)	*www.frac.org*
▲ I*EARN (web site for finding a pen pal)	*info@us.iearn.org or www.iearn.org*
▲ International School Lunch Program	*www.asfsa.org*
▲ National Center for Education Statistics U.S. Department of Education	*www.nces.ed.gov*
▲ National Food Service Management Institute (NFSMI)	*www.olemiss.edu/depts/nfsmi/index.html*
▲ UNICEF, the United Nations Children's Fund	*www.unicefusa.org*
▲ United Nations (UN)	*www.un.org*
▲ United States Department of Agriculture (USDA)	*www.usda.gov*
▲ USDA, Center for Nutrition Policy and Promotion	*www.usda.gov/cnpp*
▲ USDA, Child Nutrition Home Page	*www.usda.gov/services.htm*
▲ USDA, Cool Links for Kids	*www.usda.gov/news/usdakids/coolink.htm*
▲ USDA for Kids	*www.usda.gov/news/usdakids/index.html*
▲ United States Department of Health and Human Services (USHHS)	*www.hhs.gov*
▲ World Food Programme of the United Nations (WFP)	*www.wfp.org*

Publications

Publications for Leaders

- ▲ ***Dietary Guielines for Americans***, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2000.

- ▲ ***Feeding Minds, Fighting Hunger***, Model Lesson Plans for K-12 students, FMFH Partnership, 2000. ***http://www.feedingminds.org***

  Developed by the Food and Agriculture Organization of the United Nations with the American Federation of Teachers (AFT), International Food Policy Research Institute (IFPRI), International Education and Resource Network (I*EARN), National Peace Corps Association (NPCA), *Newsweek Magazine* Education Program, United Nations Educational, Scientific and Cultural Organization (UNESCO), US National Committee for World Food Day, and the World Bank.

- ▲ ***State of Food Insecurity in the World,*** FAO Publication, 2000. ***http://www.fao.org.***

- ▲ ***Nutrition Advisory Council Handbook, 2001-02***, American School Food Service Association, ***http://www.asfsa.org.***

- ▲ ***Learning to Lead: A Workbook on Becoming a Leader,*** Bennis, Warren and Goldsmith, Joan. Reading, MA: Perseus Books, 1997.

- ▲ ***The Third Freedom: Ending Hunger in Our Time***, McGovern, George. NY: Simon and Schuster, 2001.

Publications for Students

Bread, Bread, Bread
Ann Morris
New York, NY: Lothrop, Lee and Shepard, 1989.

With large photographs, this book depicts the wide variety of breads from around the world. From India to Mexico; from Peru to Indonesia; from Ghana to Greece, supplies the teacher with more information on the locale of each picture and the type of bread shown.

Bread is for Eating

David and Phillis Gershater, Emma Shaw-Smith.

New York, NY: Henry Holt and Company, Inc.,1995.

Kids are taken on a trip to the Central American country of Guatemala and visit Mamita and her child. Mamita must explain the various steps taken to make the bread to help her child appreciate the bread he is given to eat. With beautiful native illustrations, kids will learn about the bread they eat almost every day through Mamita's story.

Cooking Up US History: Recipes and Research to Share with Children

Suzanne I. Barchers and Patricia C. Marden.

Englewood, CO: Teacher Ideas Press, 1991.

This book supplies a word list, recipes, and a bibliography for five historical periods of U.S. history and six regions of the United States.

Dumpling Soup

Jama Kim Rattigan

Boston, MA: Little, Brown & Co., 1993.

A young Hawaiian girl tries to make dumplings for the family's New Year's celebration. This story celebrates the joyful mix of food, customs, and languages of many cultures.

Everybody Cooks Rice

Norah Dooley

Minneapolis, MN: Carolrhoda Books, Inc., 1991.

Anthony is late for dinner. So his sister goes from house to house looking for him. In each home, she finds families preparing rice in a different way. The book emphasizes the different tastes of rice when prepared by different ethnic groups. This multicultural dinner tale ends with several recipes for rice—from Barbados, Puerto Rico, Vietnam, India, China, Haiti, and Italy.

Family Pictures—Cuadros de Familia

Carmen Lomas Garza

San Francisco, CA: Children's Book Press, 1990.

This bilingual picture book features drawings and stories about life in a Mexican-American family. Several of the stories focus on food—picking cactus, making tamales, eating tacos, preparing rabbit and tortillas, picking oranges, and eating watermelon.

Foods: Feasts, Cooks, and Kitchens

Richard Tames

New York: Franklin Watts, 1994.

> This history of food discusses the types of foods and cooking methods used by cutltures from the hunters and gatherers of 18,000 B.C to Egyptians, Greeks, and Romans to the Middle Ages and all the way to futuristic farming. It is filled with interesting illustrations and fascinating facts.

Grandpa's Garden Lunch

Judith Casele

New York, NY: Greenwillow Books, 1990.

> Take a trip down to the garden with Sarah and her Grandpa and learn the basics of gardening. Kids will learn about how various foods grow. They will also see why "patience is a virtue."

How My Family Lives in America

Susan Kuklin

New York, NY: Bradbury Press, 1992.

> This book tells the story of three children, each with an immigrant parent. For each family, the foods they eat, the names of different dishes, and their eating customs are discussed. The book includes three recipes—one African, one Puerto Rican, and one Taiwanese.

How to Make an Apple Pie and See the World

Marjorie Priceman

New York, NY: Alfred A. Knopf, 1994.

> Since the supermarket is closed, the reader is led around the world—to Italy, France, Sri Lanka, England, Jamaica, and Vermont—to gather the ingredients for making an apple pie.

Multicultural Cookbook for Students

Carole L. Allyn and Lois S. Webb

Phoenix, AZ: Oryx Press, 1993.

> This cookbook includes 337 recipes from 122 countries, along with maps and background information about each country. The ingredients on the recipes are foods generally available in the US.

Roses Sing on New Snow

Paul Yee

New York,NY: MacMillan Publishing Co., 1991.

Set in turn-of-the-century Chinatown, this is the story of a young girl who cooks in her father's restaurant. Although her father never gives Maylin credit for her great cooking, she works hard because she loves food and loves preparing meals for Chinese immigrants away from their families. When her father presents her new dish to the governor of South China, the truth comes out and Maylin is finally recognized as a very special cook.

This is the Way We Eat Our Lunch

Edith Baer, Steve Bjorkman.

New York, NY: Scholastic Inc., 1995.

Kids are taken across America and around the world to learn about the various lunch preferences of children from different cultures. Colorful illustrations help make this adventure to various destinations extra special.

Vegetables

Susan Wake, John Yates.

Minneapolis, MN: Carolrhoda Books, Inc., 1990.

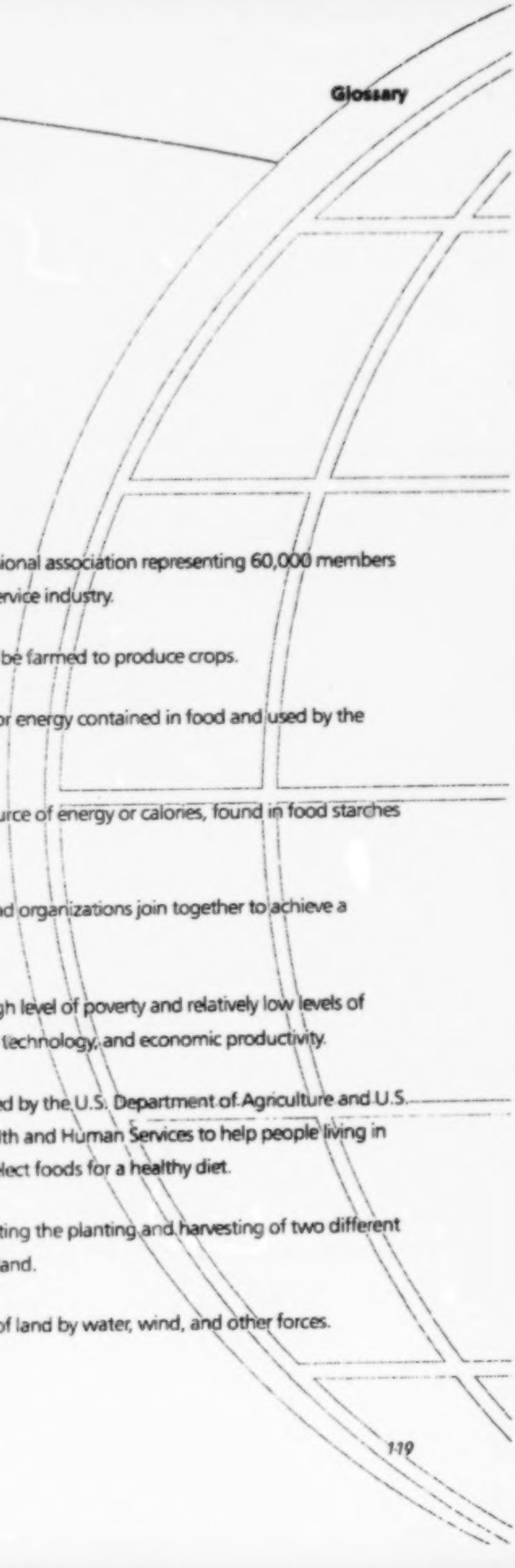
This kids' reference book for vegetables is packed with detailed information that traces vegetables from seed to table. From growing to cooking, kids learn the steps to enjoying veggies through colorful photographs and diagrams. This ten-chapter book includes a glossary and index which helps make this introductory book easy to use.

What Food is This?

Rosemarie Hausherr

New York, NY: Scholastic, Inc., 1994.

Fish, sausage, carrots, and many more foods are detailed in this tale of food origins. Kids can tune up their food trivia skills as they are quizzed with questions and pictures. This book is educational as well as fun for the whole family.



Glossary

American School Food Service Association (ASFSA)	A non-profit professional association representing 60,000 members of the school foodservice industry.
Arable	Fertile land that can be farmed to produce crops.
Calorie	A unit of measure for energy contained in food and used by the body.
Carbohydrate	The body's main source of energy or calories, found in food starches and sugars.
Community Partnerships	When individuals and organizations join together to achieve a common goal.
Developing Country	A country with a high level of poverty and relatively low levels of industrial capability, technology, and economic productivity.
Dietary Guidelines for Americans	Guidelines developed by the U.S. Department of Agriculture and U.S. Department of Health and Human Services to help people living in the United States select foods for a healthy diet.
Double-cropping	The practice of rotating the planting and harvesting of two different crops on the same land.
Erosion	The wearing away of land by water, wind, and other forces.

Essential Nutrients	Nutrients in foods that are essential for body development and health.
Export	To send items to another country for sale or trade.
Fat	A concentrated source of food energy (calories) found in oils, butter, margarine, nuts, and cream.
Food and Agriculture Organization (FAO)	A United Nations organization that works to alleviate hunger and poverty by promoting agricultural development, nutrition, and food security.
Food Bank	A local facility where foods are stored and issued free of charge to people needing food assistance.
Food Distribution	The delivery of food to consumers.
Food Guide Pyramid	A graphic illustration in pyramid form that illustrates the variety and amounts of foods to be eaten daily for a nutritionally adequate diet.
Food Processing	Treatment after harvesting to preserve food, such as pasteurizing milk or canning fruits and vegetables.
Food Security	Assurance that all people have access to a sufficient quantity and variety of nutritious foods to maintain good health.
Food System	A coordinated plan for handling the harvesting, processing, and distribution of food.
Foodservice Professionals	Professionals who manage and operate school foodservice and nutrition programs.
Global Child Nutrition Forum	An international child nutrition forum hosted by ASFSA to bring together foodservice and nutrition professionals from around the world to discuss school feeding issues.

Global Hunger	Hunger affecting a large percentage of the world's population, occurring throughout most of the countries in the world.
Hunger	A condition in which a person feels a strong need or desire for food.
Intermediate Grades	For purposes of this *Activity Guide*, intermediate grades are grades 6, 7, and 8.
International School Lunch Program	Federal legislation passed in 2000 to provide start-up funding for the Global Food for Education Initiative, allowing the USDA to donate surplus agricultural commodities for use in school nutrition projects in developing countries.
Landmines	An explosive mine laid just beneath the surface of the ground. Many war-torn countries have fields full of landmines that cannot be used for crops.
Malnutrition	Lack of proper nutrition, usually associated with hunger and insufficient food to provide essential energy and nutrients for body development and health.
Nutrition Advisory Councils (NACs)	Student organizations that serve as a link between school foodservice personnel, administrators, and the community.
Nutrients	Chemical compounds within foods that regulate body processes and are essential for good health.
Nutrition	The science or study of foods, their nutrients, and their relationships to dietary requirements for good health.
Peace Corps	A U.S. governmental agency that provides education and technical assistance to developing countries.
Protein	A nutrient essential for body building, cell structure, and regulation of body processes. Found in meats, dairy products, eggs, soy, and legumes.

Recycling	The practice of reusing wastes from foods, such as peelings, seeds, and spoiled food. One such use is to combine the wastes for compost that can be used as fertilizer on crops or as food for animals.
School Food Service Foundation	The School Food Service Foundation provides programs and services that support the American School Foodservice Association in building and maintaining effective child nutrition programs.
School Nutrition Programs	Federal programs in the United States that are established to provide all students with access to nutritious meals at school. These include the National School Lunch Program, the School Breakfast Program, the Summer Food Service Program, and the After School Snack Program.
Soup Kitchen	A facility where meals are provided free of charge to homeless and hungry people.
Starvation	The condition of experiencing a severe shortage of food, usually acute and characterized by extreme loss of body tissue and fluids, that can result in death.
Sustainable Food Supply	The ability of a country, through its economic and social systems, to consistently provide nutritionally adequate food supplies for present and future generations.
Undernutrition	A form of malnutrition that is characterized by inadequate intake of food to maintain good health.
UNICEF	A United Nations organization that helps improve the lives of children in 100 countries worldwide by helping people get health care, education, clean water, and emergency food.
U.S. Department of Agriculture (USDA)	The federal agency responsible for the administration of federal nutrition programs.

United States Agency for International Development (USAID)	An independent federal government agency that provides foreign assistance and humanitarian aid to advance the political and economic interests of the United States.
World Food Day	On October 16th, World Food Day is celebrated to salute the founding of the Food and Agriculture Organization (FAO) of the UN in 1945. This day was set aside to encourage people worldwide to take action against hunger.
World Food Programme (WFP)	A United Nations organization that provides food and technical assistance to countries with severe food shortages.

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SFSPAC FOOD SERVICE SANITATION SYSTEMS

The Voice of Child Nutrition

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http://www.kidsgoingglobal.org

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